AL ADWAA
Gem

MATHEMATICS

بتصريح وتحت إشراف
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

2023

Primary
1
First Term

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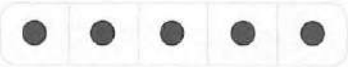
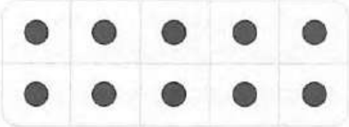
Introduction

Five and ten frames:

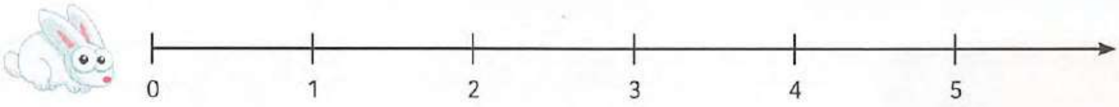
Five and ten frames can help young children learn about numbers and read two-digit numbers before understanding the placement of each digit.

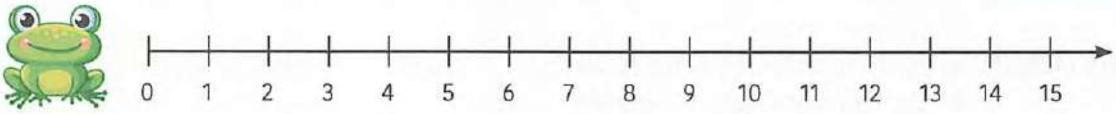




The number line:

The number line can help young children count numbers in a correct way.





The number chart to 100:

The hundred chart can help young children read, learn and organize numbers from 1 to 100 in a correct and easy way.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number chart up to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Chapter Walkthrough

Chapter 5

Pacing Guide:

- It shows the learning outcomes in the chapter's lessons.

Study:

- An explanation for each part in the lesson.

Practice

Practice:

- Different practices for each part in the lesson.

Now I can:

- Through this item, students can focus on the main topics he/ she studied through each lesson.

Test Yourself

Test yourself:

- Important questions for each lesson, the student solves them to evaluate him/herself.

Test Yourself

Assess Your Progress:

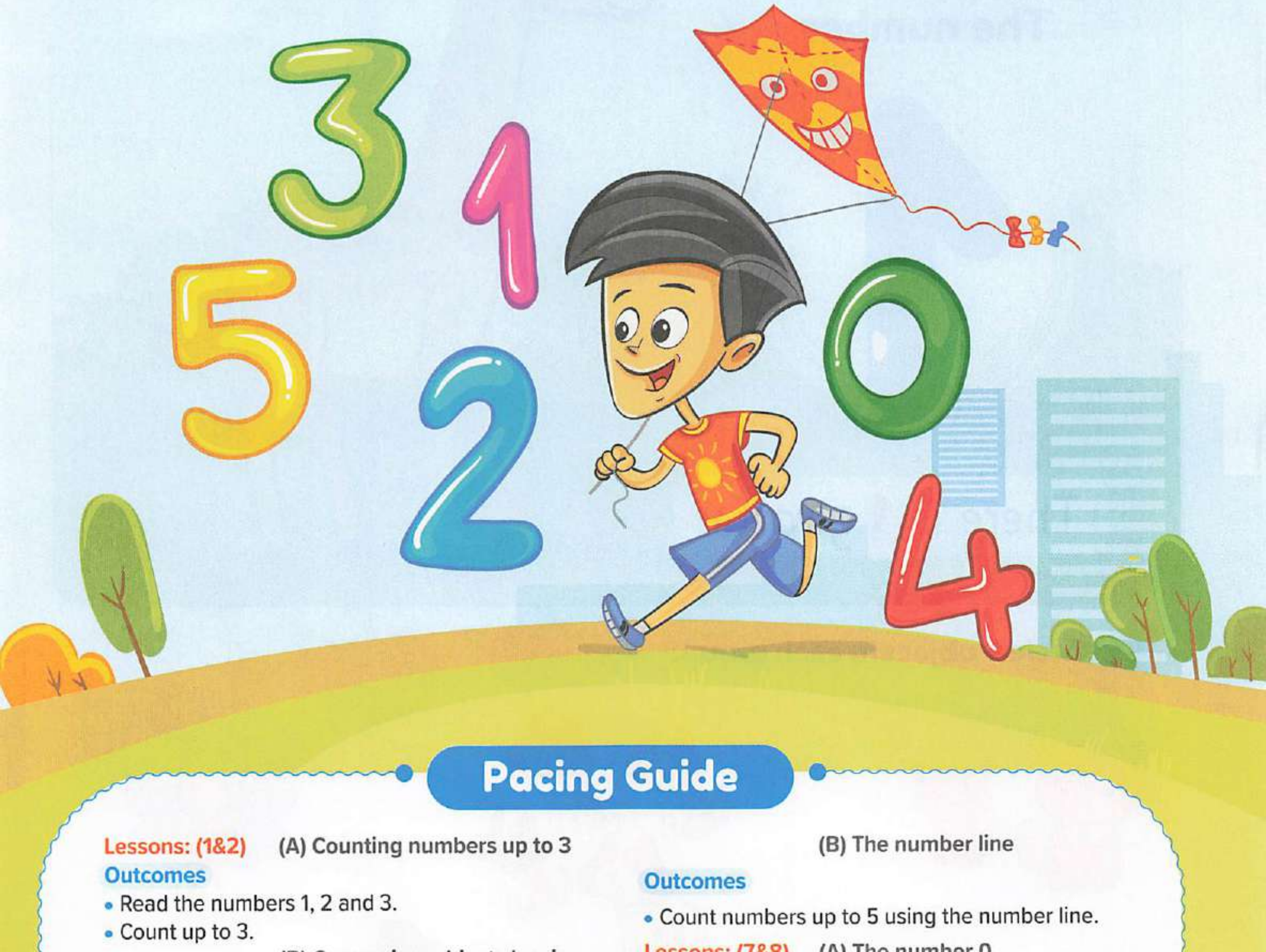
- A scale which shows that the student can check his/her understanding for the lesson.

General Practice

General Practice:

- A group of more practices related to all the lessons in each chapter.

Chapter 1



Pacing Guide

Lessons: (1&2) **(A) Counting numbers up to 3**

Outcomes

- Read the numbers 1, 2 and 3.
- Count up to 3.

(B) Comparing objects by size, shape and color

Outcomes

- Compare 3 objects by size, shape and color.

Lessons: (3&4) **Counting numbers up to 4**

Outcomes

- Read the number 4.
- Compare 4 objects by color, size and shape.

Lessons: (5&6) **(A) Counting numbers up to 5**

Outcomes

- Read the numbers 4 and 5.
- Count up to 5.
- Compare 4 or 5 objects by size, shape and color.

(B) The number line

Outcomes

- Count numbers up to 5 using the number line.

Lessons: (7&8) **(A) The number 0**

Outcomes

- Read the number (0).
- Write number 0.

(B) Writing numbers from (1-3)

Outcomes

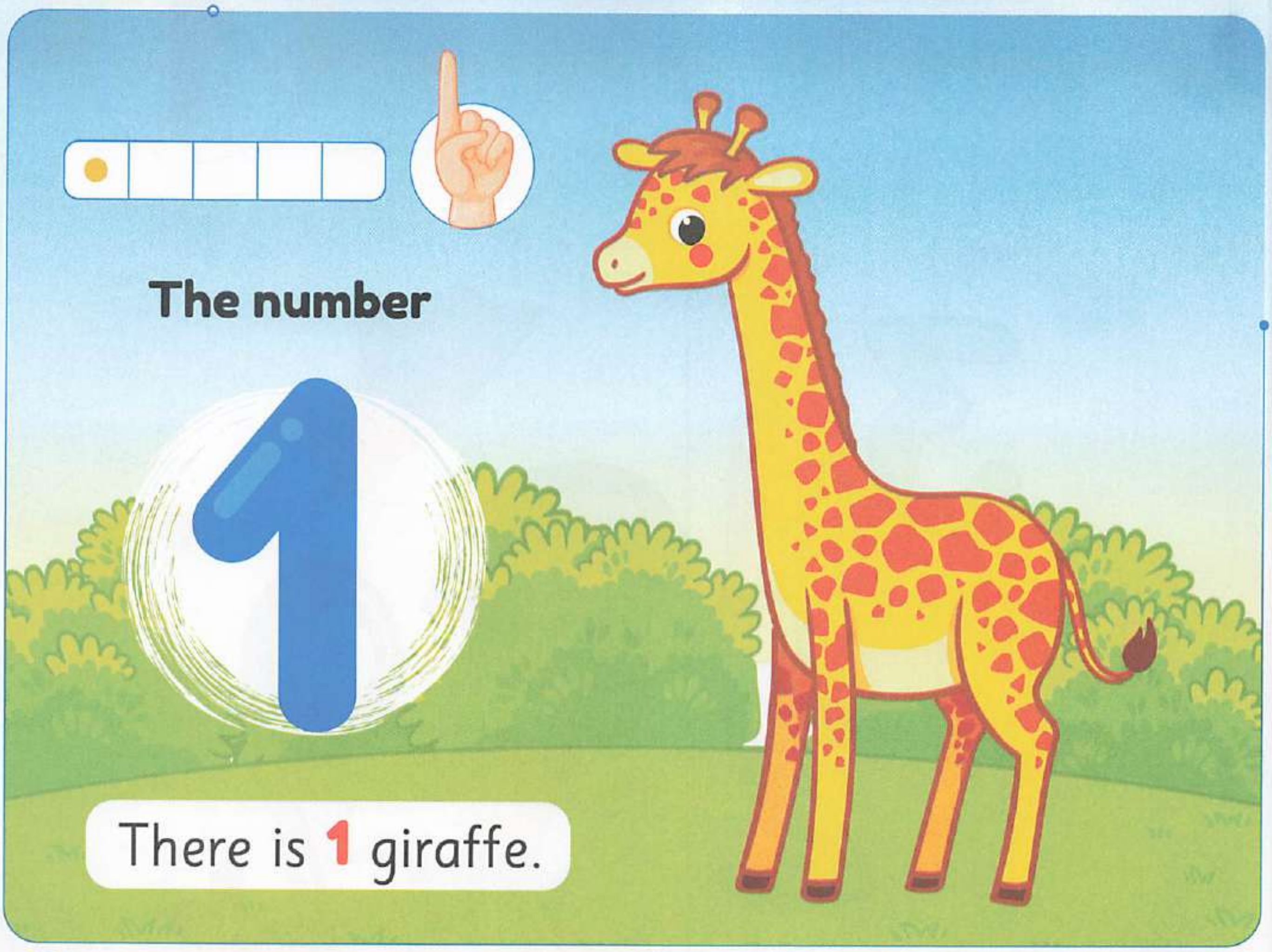
- Write the numbers (from 1 to 3).

Lessons: (9&10) **Writing numbers up to 5**

Outcomes

- Represent numbers (0 - 5) using pictures.
- Arrange numbers (0 - 5) on the number line.

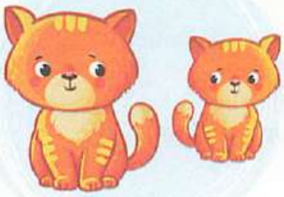
(A) Counting numbers up to 3

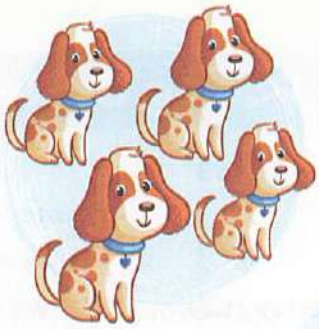


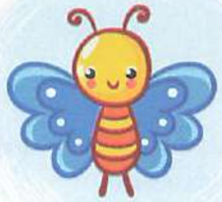
The number

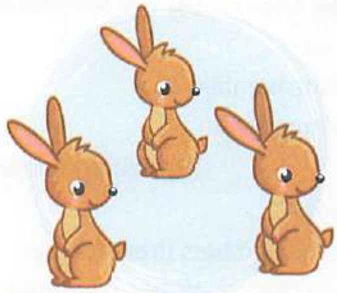
There is **1** giraffe.

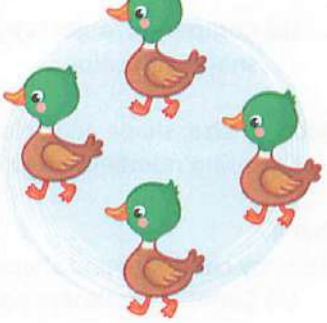
Circle 1 object in each group:







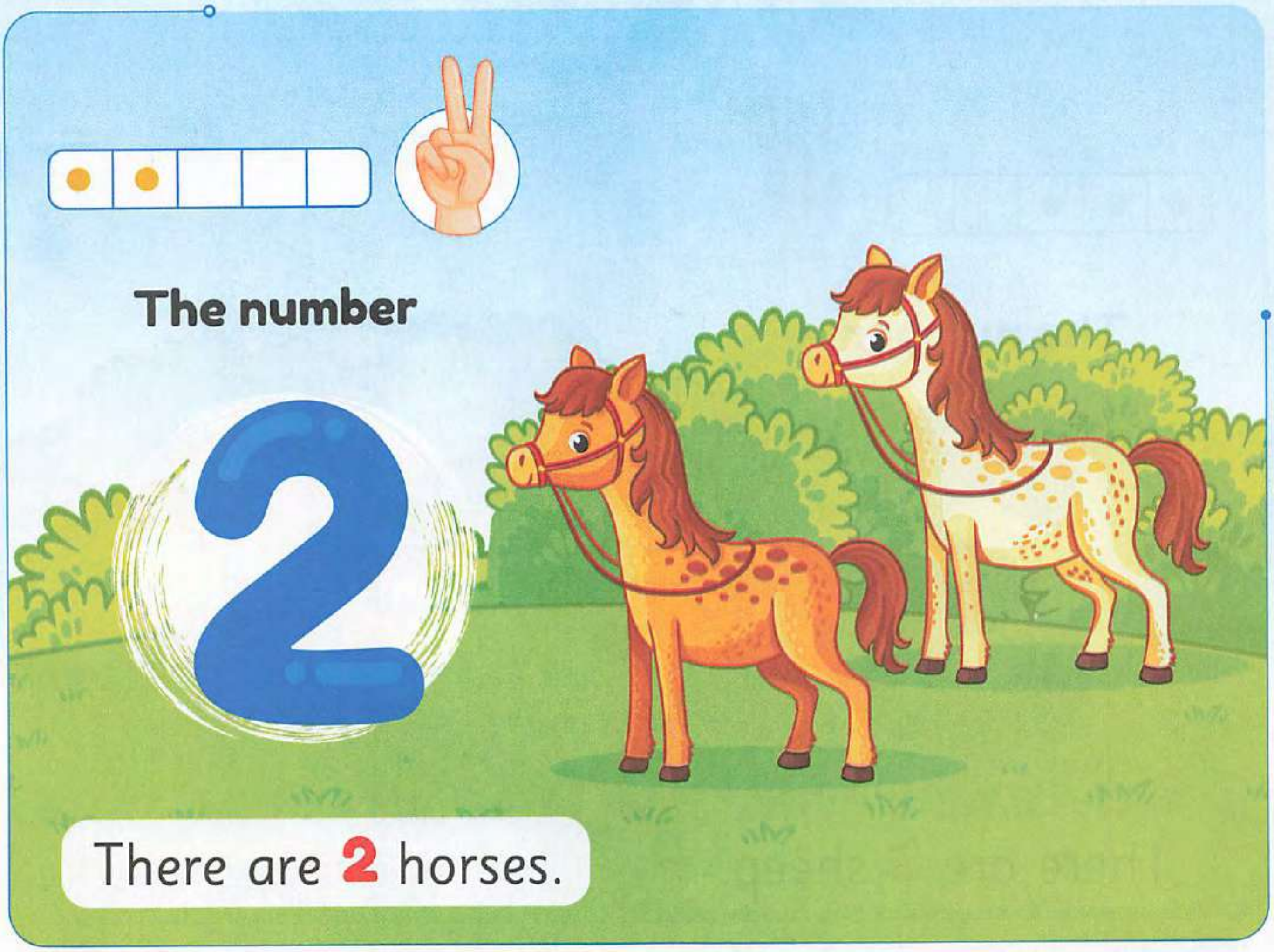




Daily Practice:

- Ask your child to tell you the name of today and ask him/her to draw a circle around the date of today on the calendar.

Vocabulary: five frame, count, number

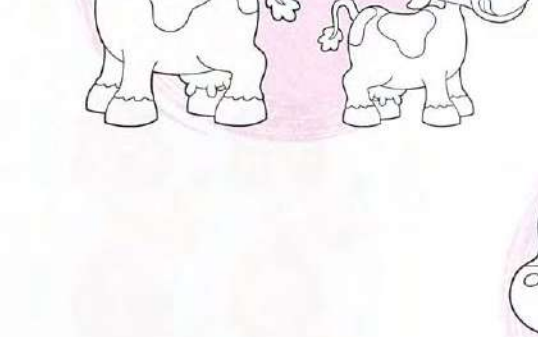


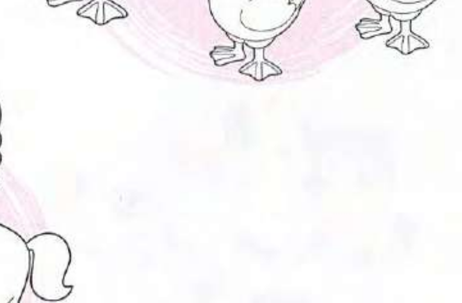
The number

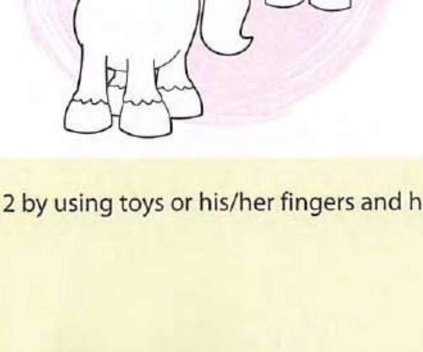
2

There are **2** horses.

Color 2 objects in each group:

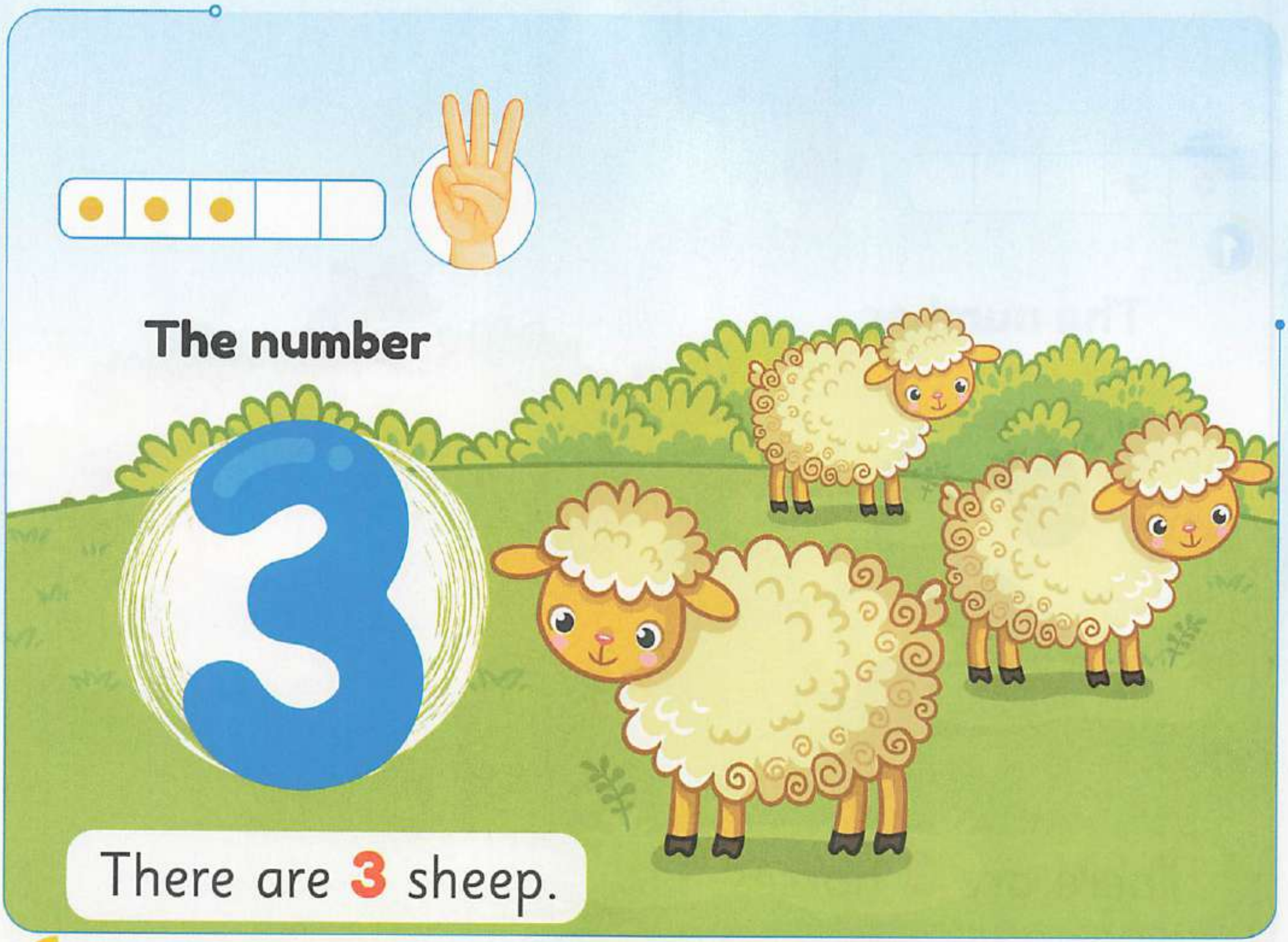






Parents' Tips:

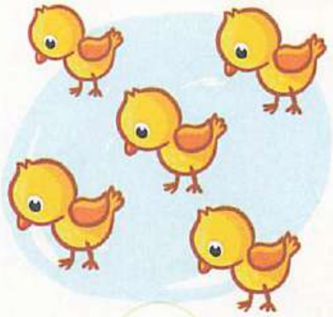
- Help your child recognize the number 2 by using toys or his/her fingers and help him/her read it many times.



The number 3

There are **3** sheep.

Tick (✓) the group of 3 objects:



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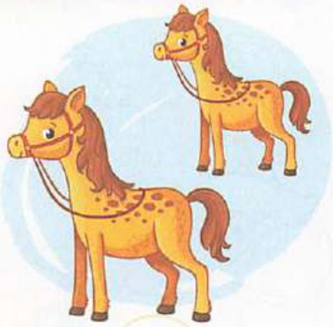

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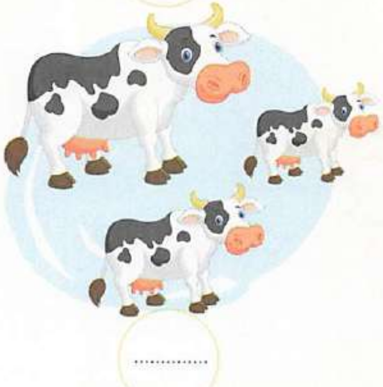

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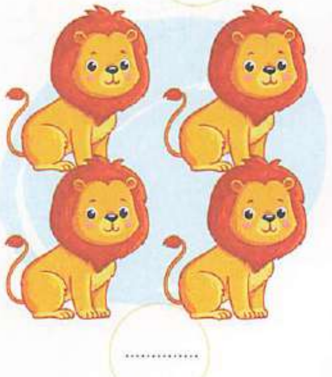

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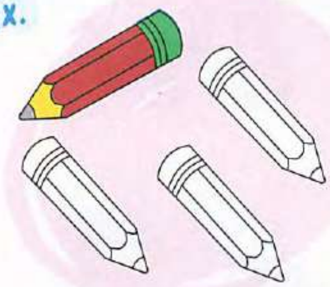
Parents' Tips:

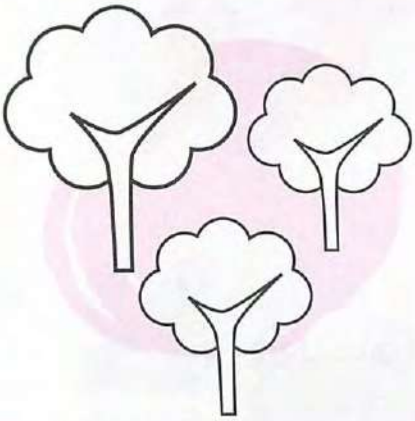
- Help your child recognize the number 3 and bring plastic glasses to count 3 of them.

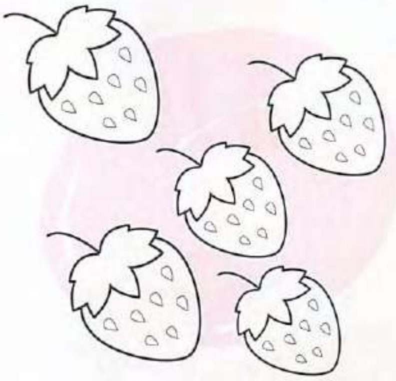
Practice

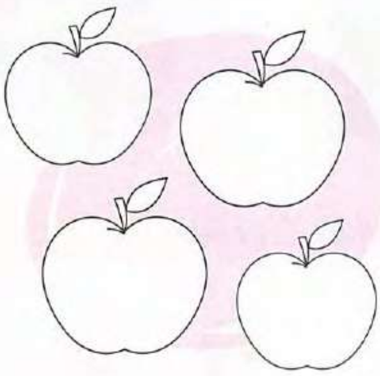
1 Color 1 object in each group:

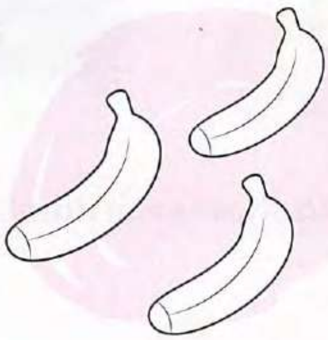
Ex.



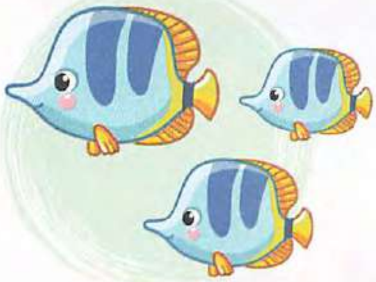


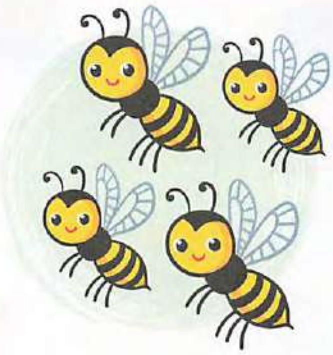


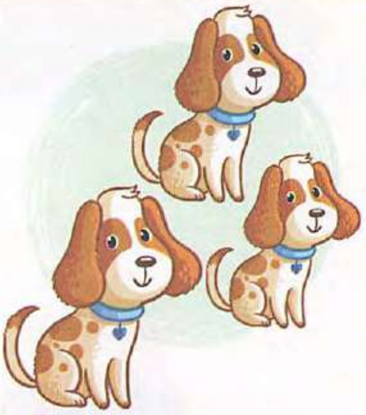


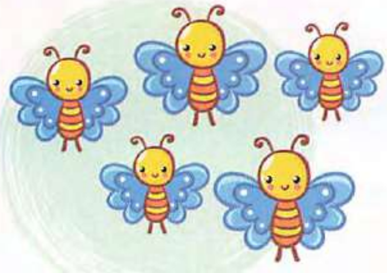


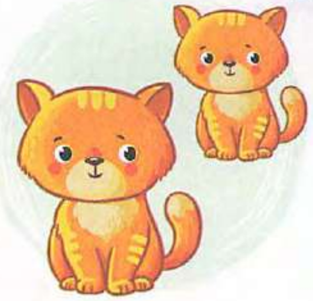
2 Underline 2 objects in each group:







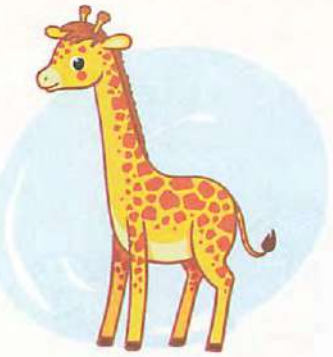


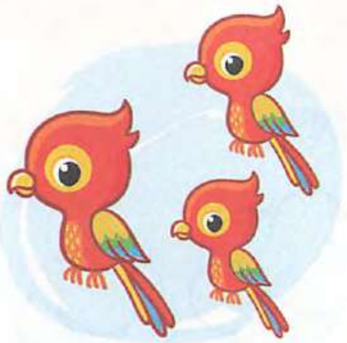


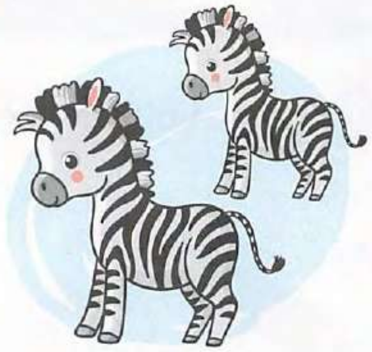
Parents' Tips:

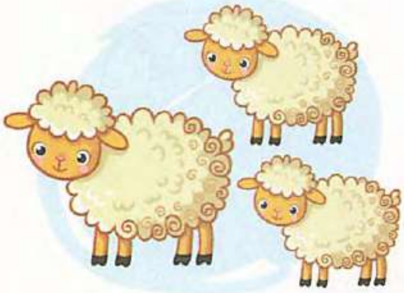
- Help your child count many objects around him/her up to 3.

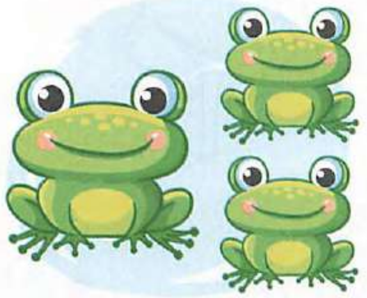
③ Circle each group of 3 objects:

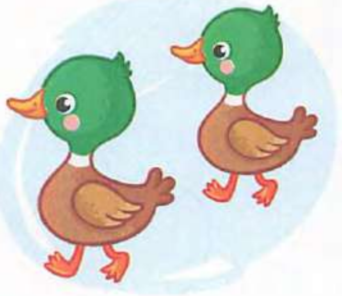




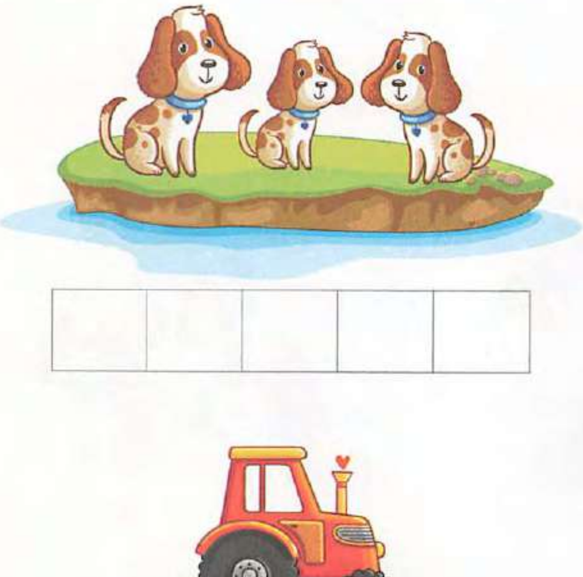


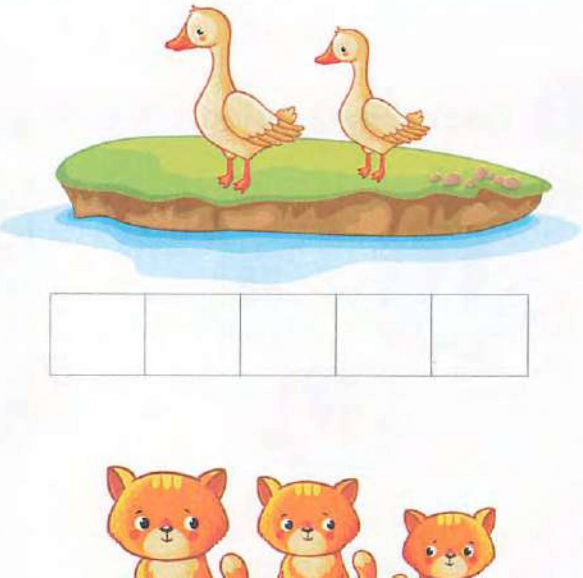


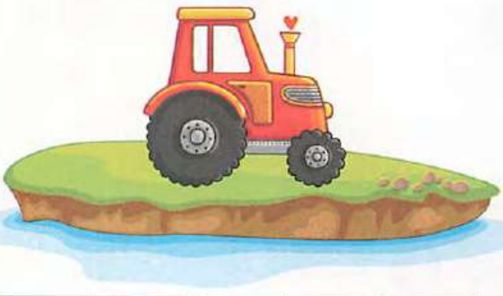


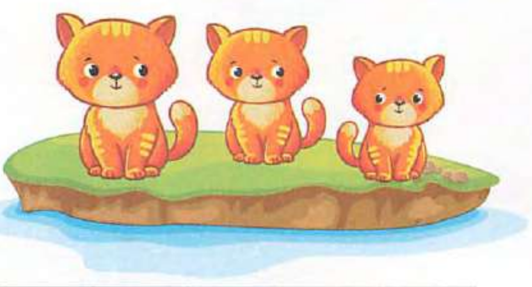


④ Draw dots to show each number on the five frame:





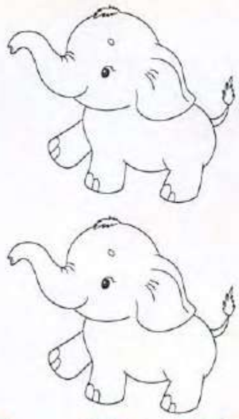




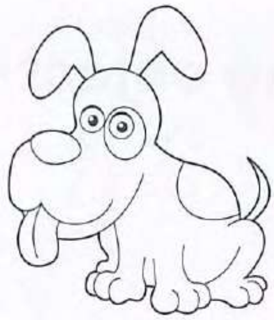
Parents' Tips:

- Help your child count objects up to 3 in his/her room as pens, erasers and rulers.

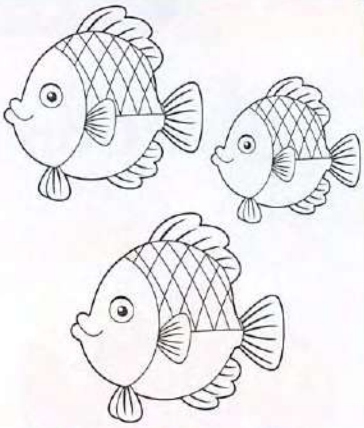
5 Count, then color the correct number:



1 2 3

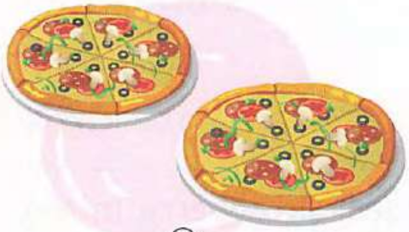


1 2 3



1 2 3

6 Match:



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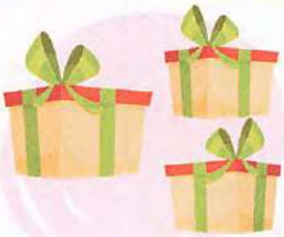

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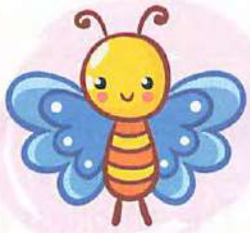


○

○ 1 ○

○ 2 ○

○ 3 ○

●	●	○		

●	●	● ○		

●		○		

7 Draw ♥ according to the given number:

1

2

3

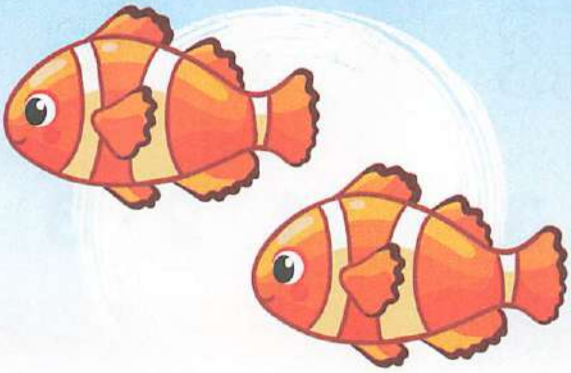
Lessons
1&2

(B) Comparing objects by size, shape and color

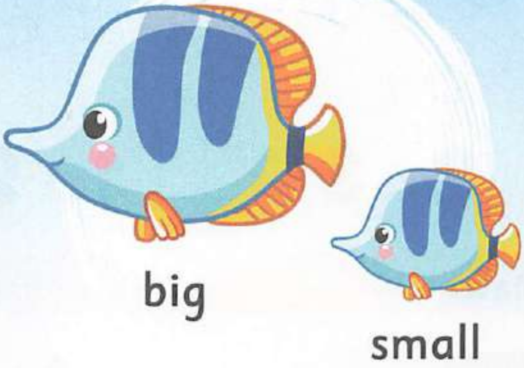
Study

Comparing objects by size

Same size

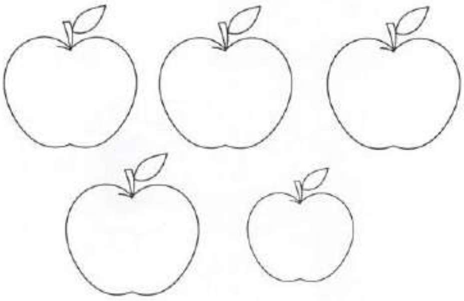


Different size

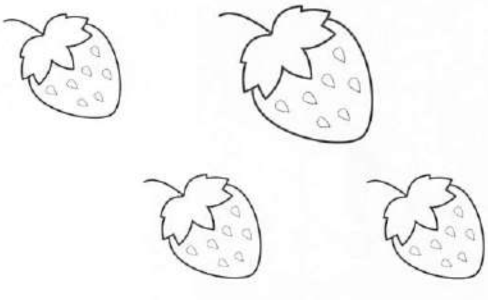


Read, then color:

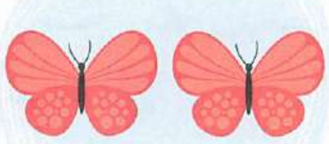
The smallest apple in green.



The biggest strawberry in red.



Tick (✓) the groups of objects which have the same size:



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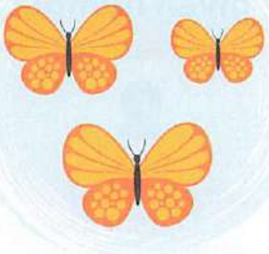

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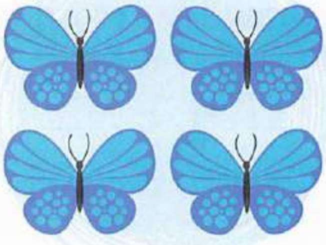


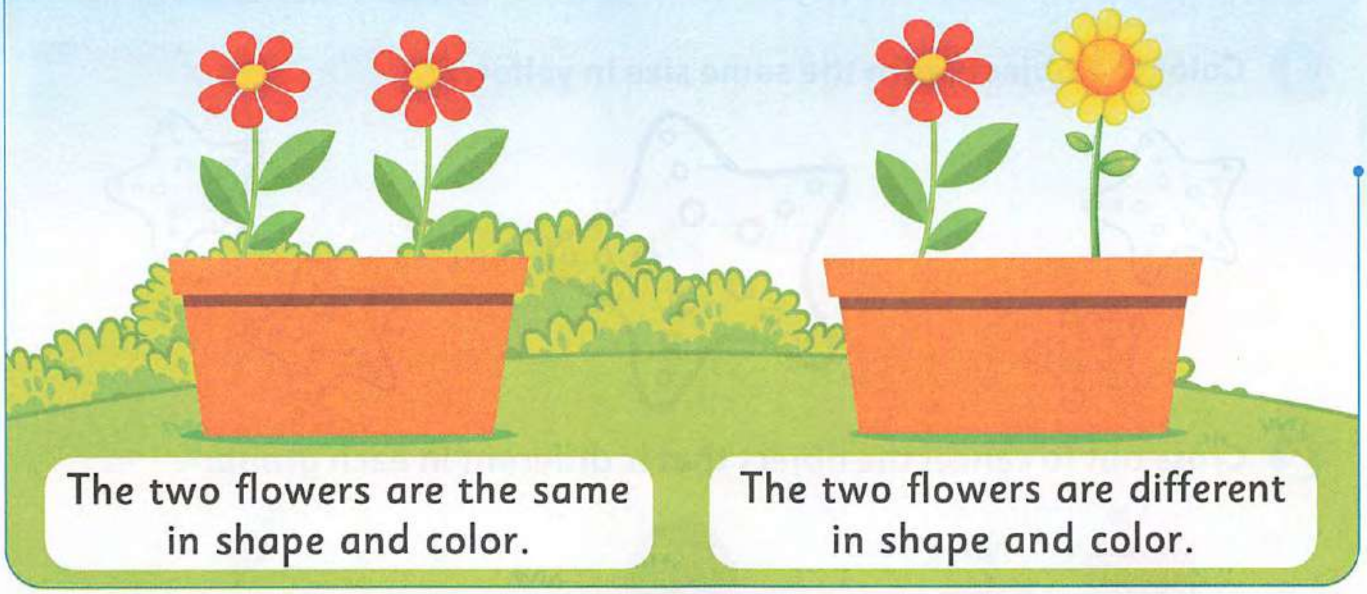
(   )

Daily Practice:

- Ask your child to count the days he/she spent in school and ask him/her to draw a circle around the day he/she spent in the school on the calendar.

Vocabulary: compare , size , biggest , smallest

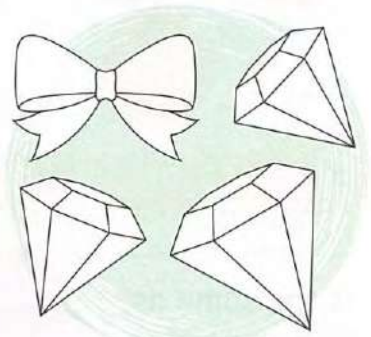
Comparing objects by shape and color

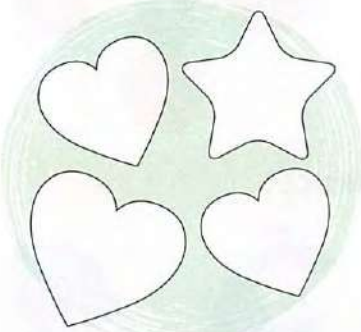


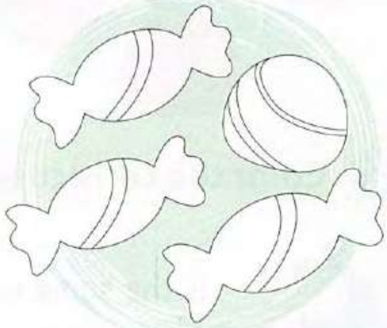
The two flowers are the same in shape and color.

The two flowers are different in shape and color.

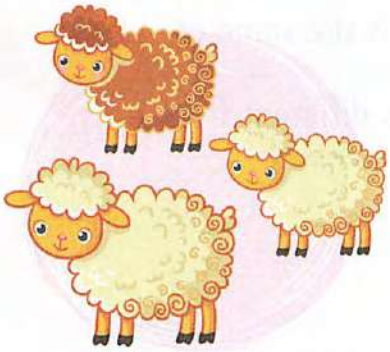
Color the object of the different shape in each group:

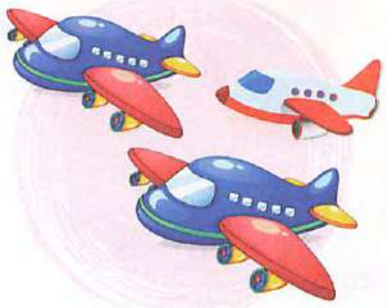


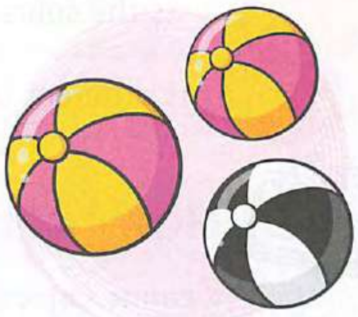




Circle the objects of the same color in each group:







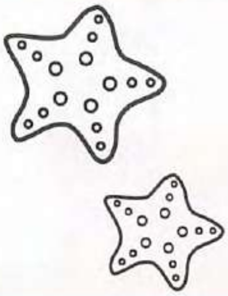
Parents' Tips:

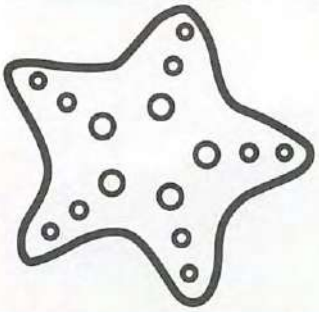
- Help your child compare among objects around him/her by size, shape and color.

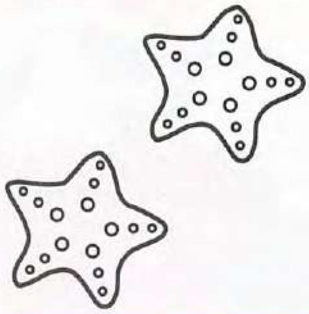
Vocabulary: same, shape

Practice

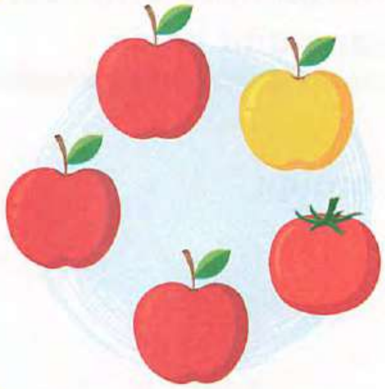
1 Color the objects with the same size in yellow:

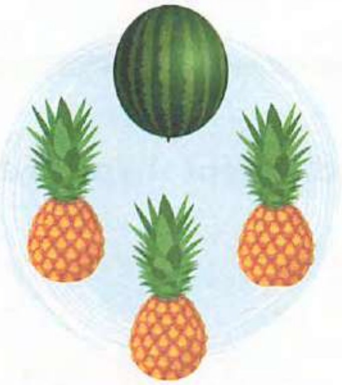


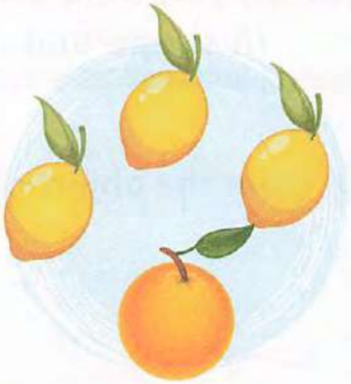




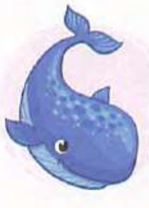
2 Cross out to cancel the object that is different in each group:





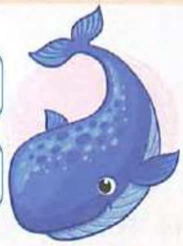


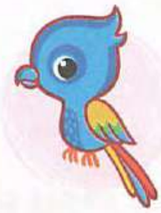
3 Color the correct sentence:



is the same as

is different from





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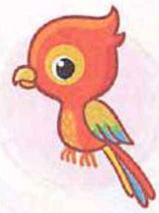

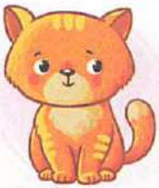

is the same as

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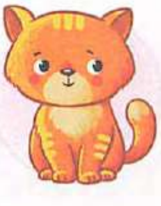
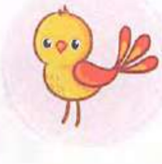
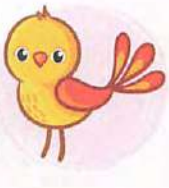




is the same as

is different from



Now I can

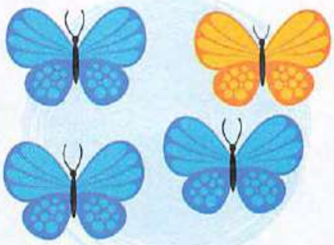
- count objects up to 3.
- compare objects according to size, color and shape.

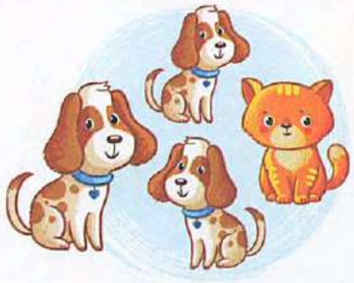
Parents' Tips:

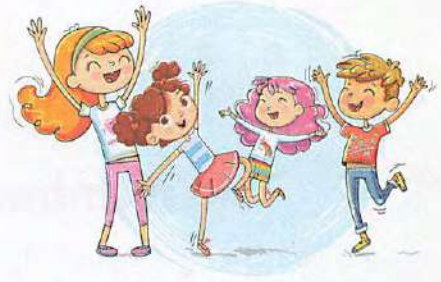
- Ask your child to find 2 items in his/her room that look like the same in shape, color and size.

Test Yourself

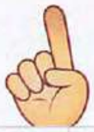
1 Circle the different one in each group:

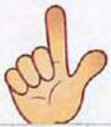


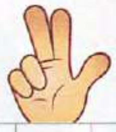




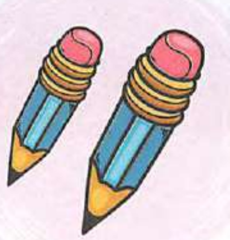
2 Draw dots to show the number of raised fingers:





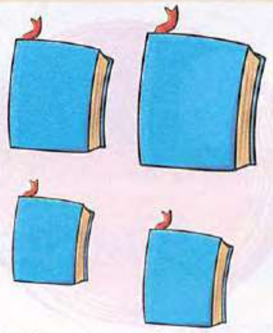


3 Color the correct words:



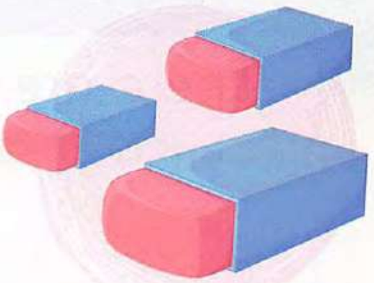
The pens are different in

color | size | shape



The books are the same in

color | size | shape



The erasers are the same in

color | size | shape

4 Draw 3 apples with different sizes, then color them with the same color.

Assess your progress

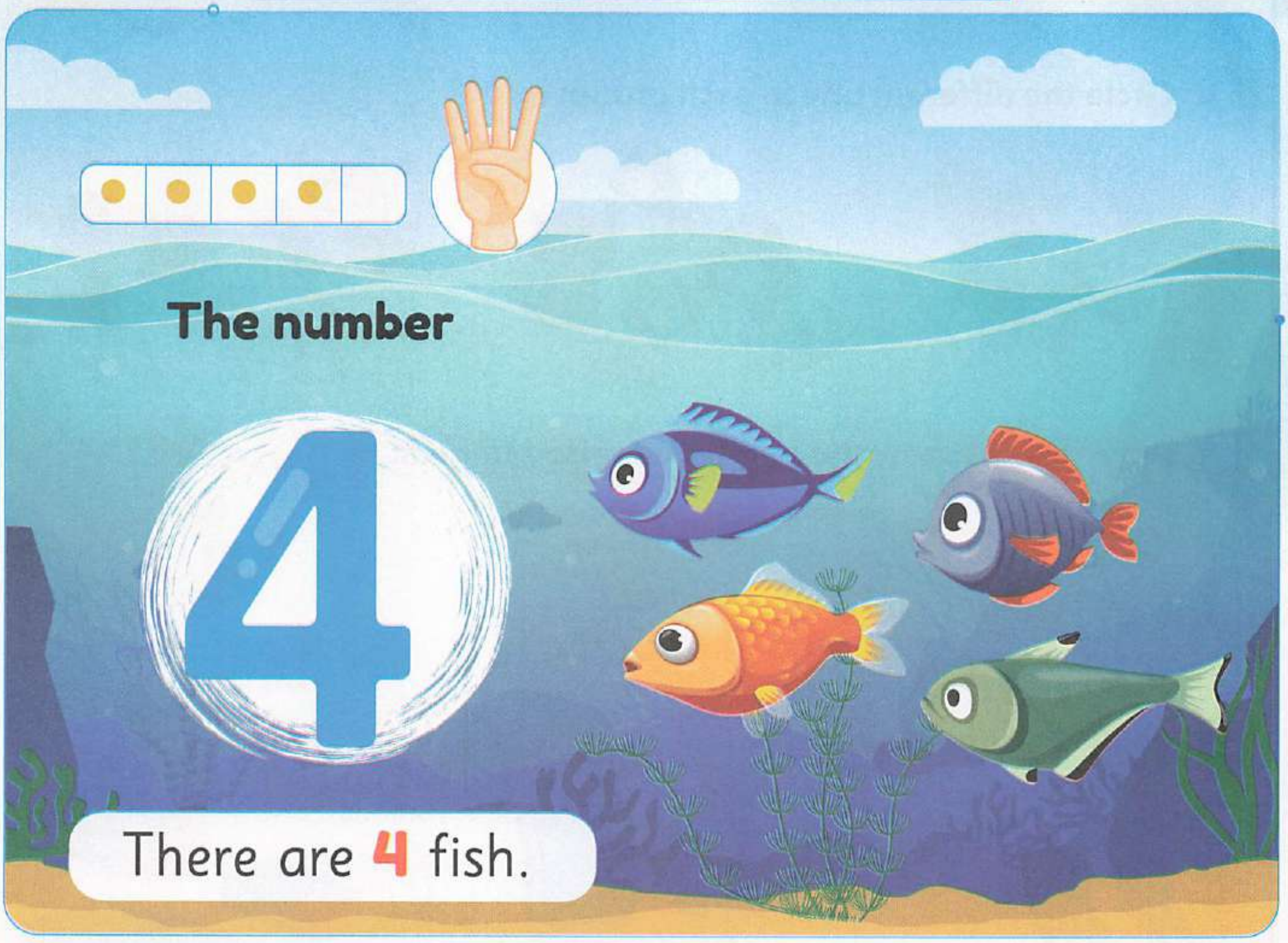
★★★★★

- ○ Need help!
- ○ I still need a little help!
- ○ I need more practice!
- ○ I understand.
- ○ Now, I understand well & can help my classmates.

Lessons
3&4

Counting numbers up to 4

Study

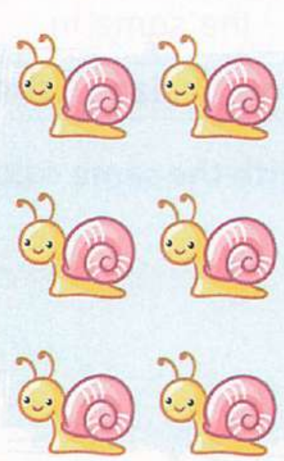


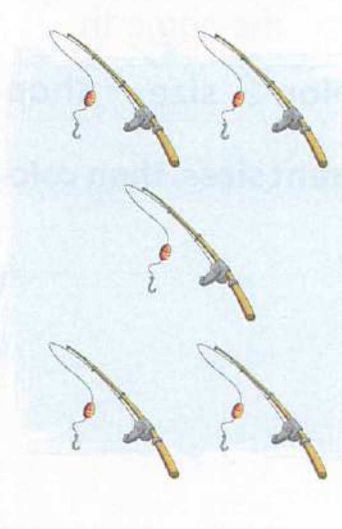
The number

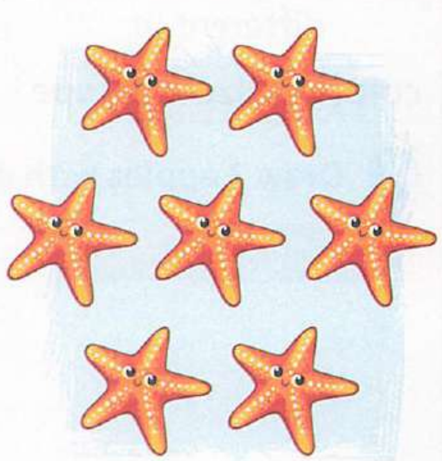
There are **4** fish.

Practice

1 **Circle 4 objects in each group:**





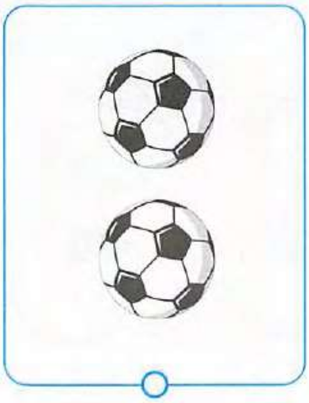


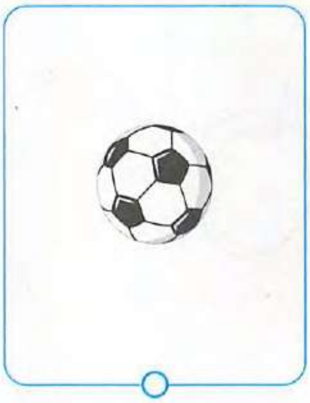
Daily Practice:

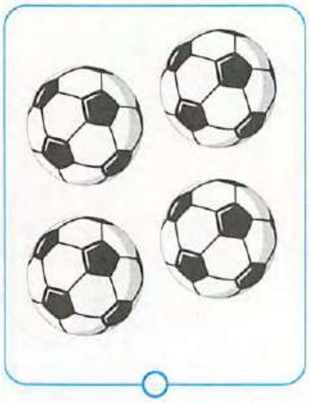
- Ask your child to count the days he/she spent in school and ask him/her to draw a circle around the day he/she spent in the school on the calendar.

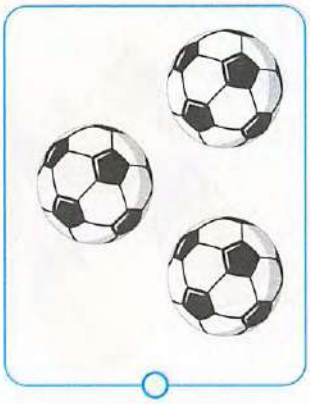
Vocabulary: calendar, day, five frame, more, less

② Match:



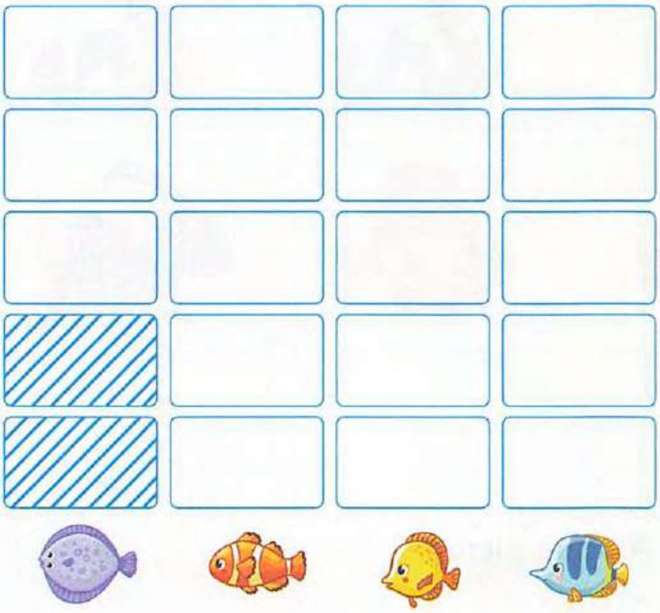


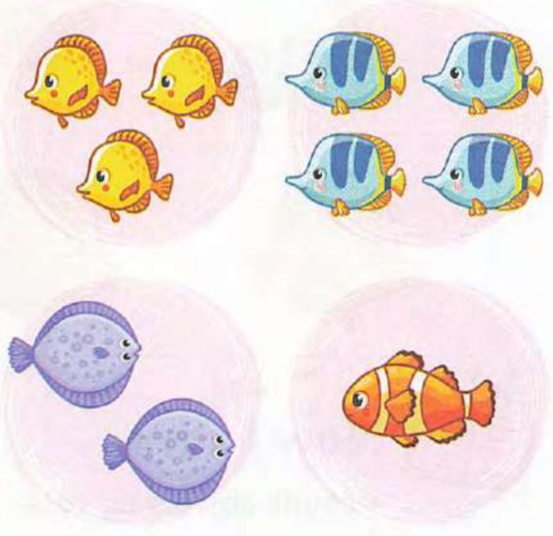




① ② ③ ④

③ Color in the graph to show how many fish are there in each group:



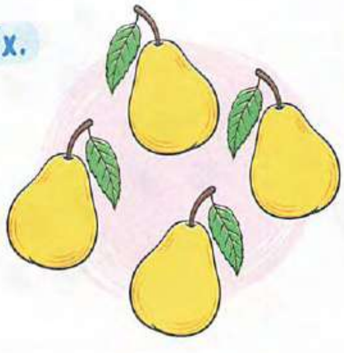


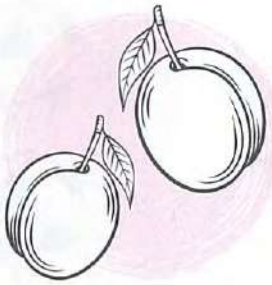
Parents' Tips:

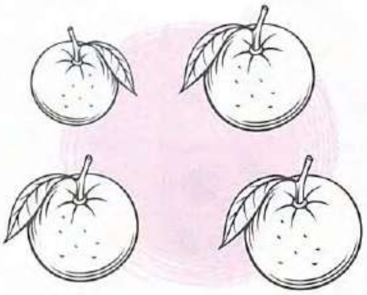
- Ask your child to count many objects around him/her up to four as toys, pencils, books, etc.

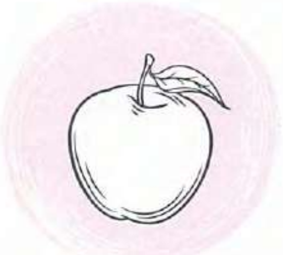
4 Color the set which has 2 groups of 2 (2 groups of 2 means 4):

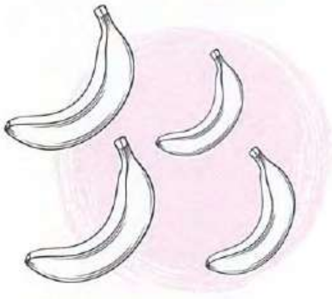
Ex.

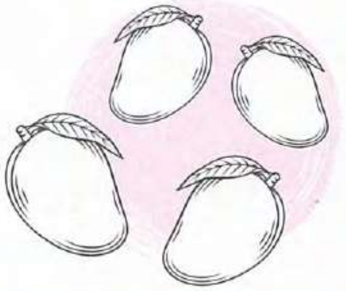






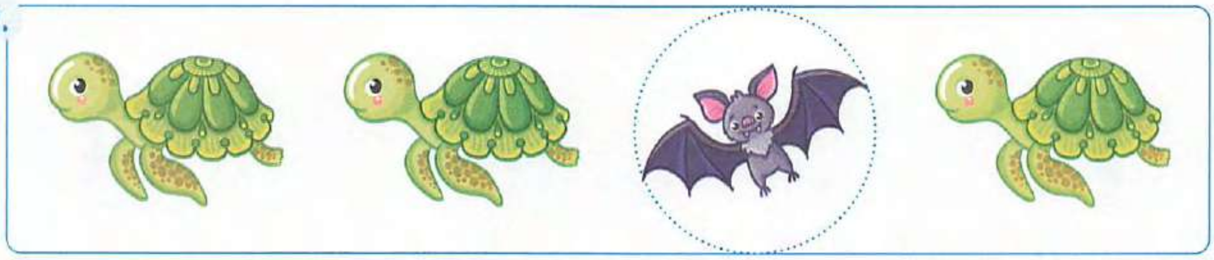


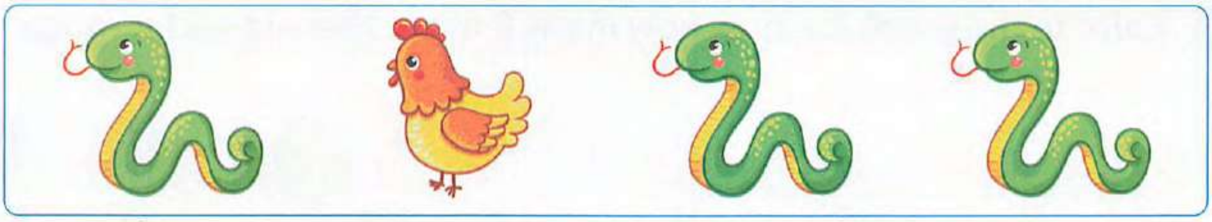


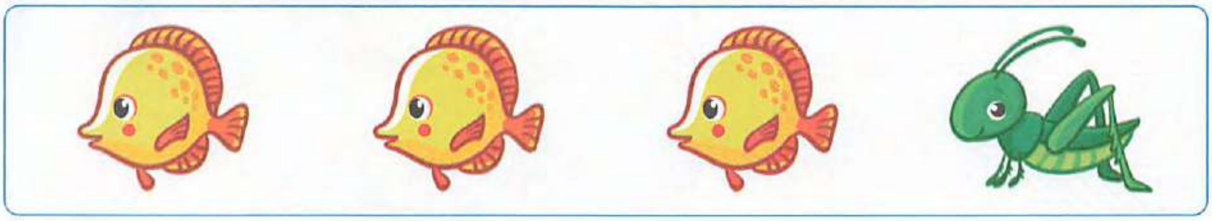


5 Circle the different object in each row:

Ex.







Now I can

- count objects up to 4
- represent numbers up to 4 using pictures.

Parents' Tips:

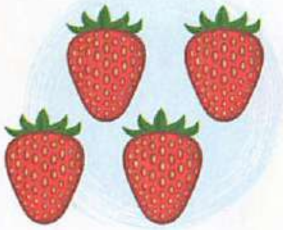
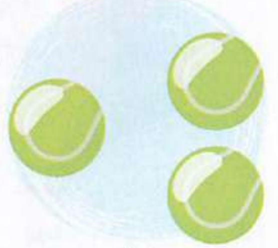
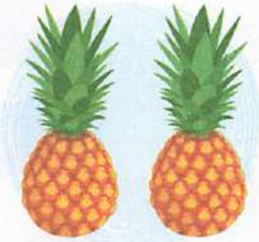
- Ask your child draw objects up to 4 in his/her notebook.

Test Yourself

① Draw dots according to the number:

1 2 3 4

② Match the groups of the same number of items:

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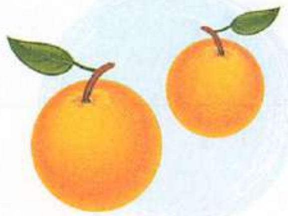
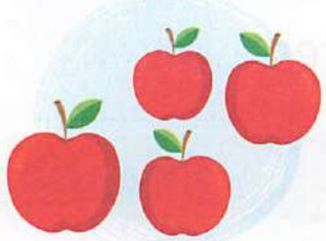
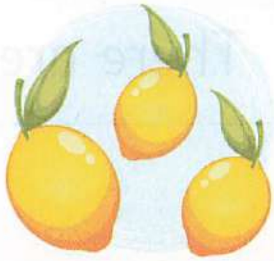
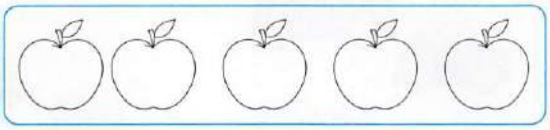
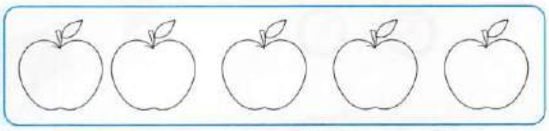
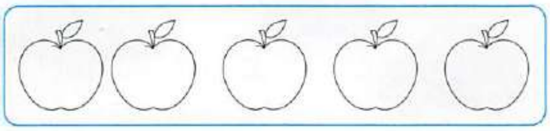
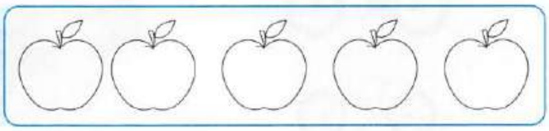




③ Color according to the number in each row:

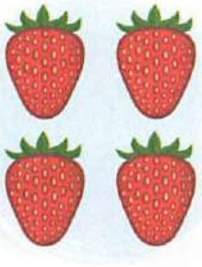
4 

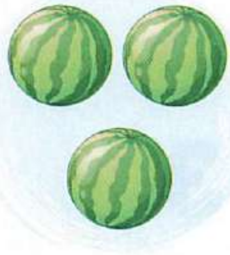
3 

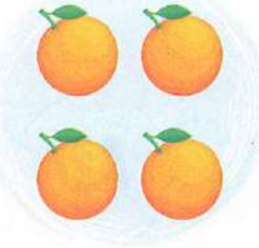
2 

1 

④ Tick (✓) the set that has 2 groups of 2:

( ) 

( ) 

( ) 

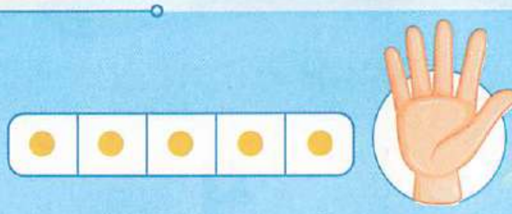
Assess your progress

★★★★★

Need help!
I still need a little help!
I need more practice!
I understand.
Now, I understand well & can help my classmates.

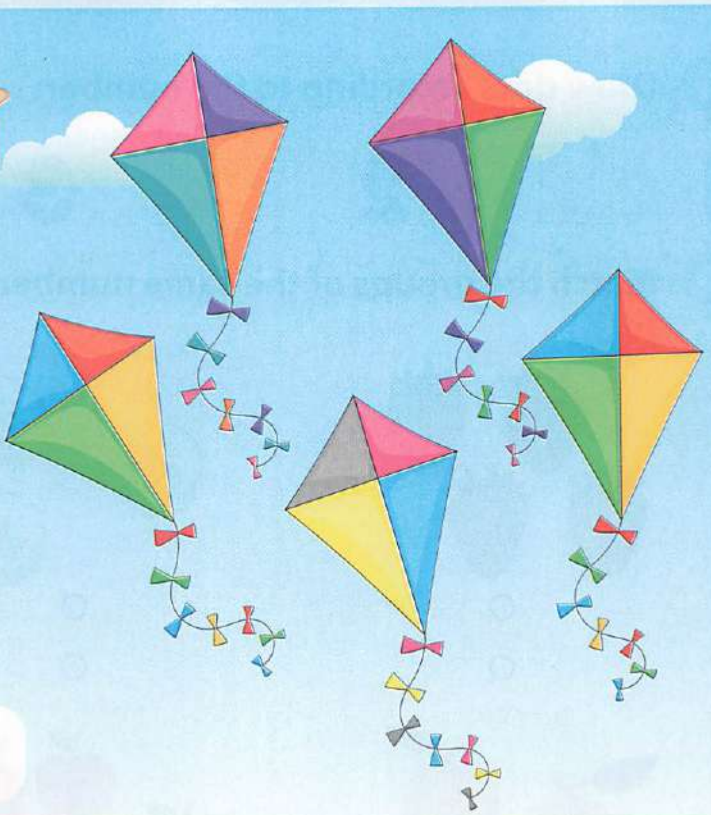
(A) Counting numbers up to 5

Study



The number

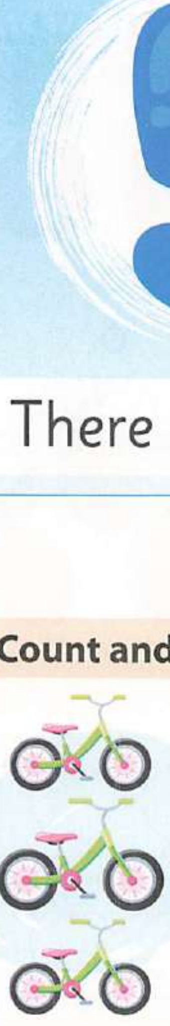
5

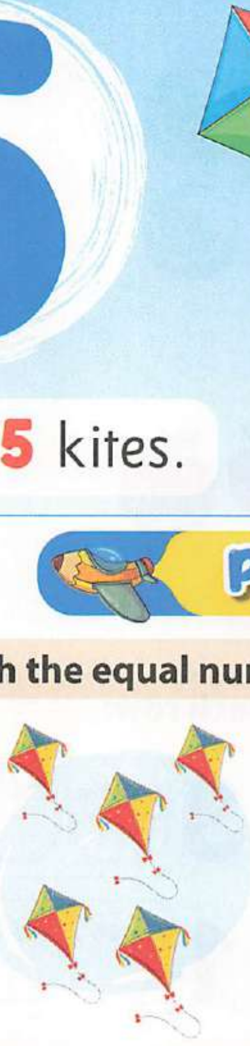


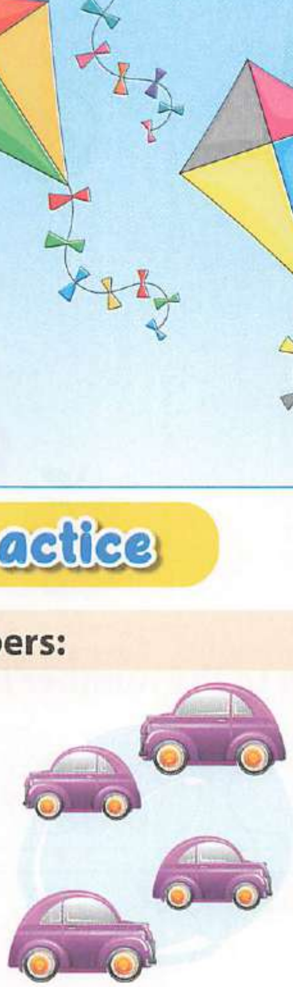
There are **5** kites.

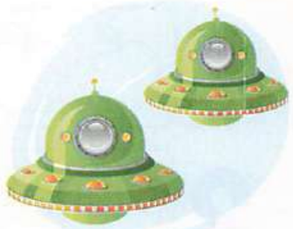
Practice

1 **Count and match the equal numbers:**









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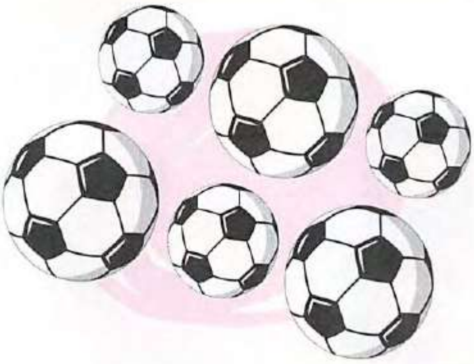
4 **3** **2** **5**

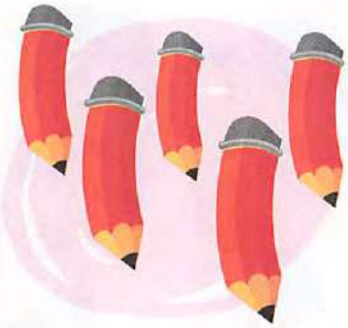
Daily Practice:

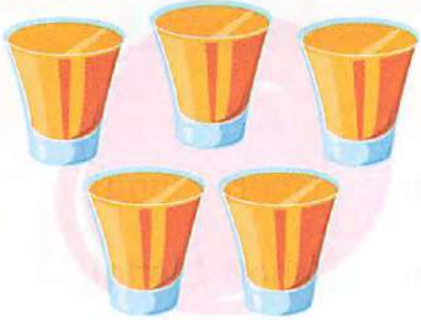
- Ask your child to count the days he/she spent in school and ask him/her to draw a circle around the day he/she spent in the school on the calendar.

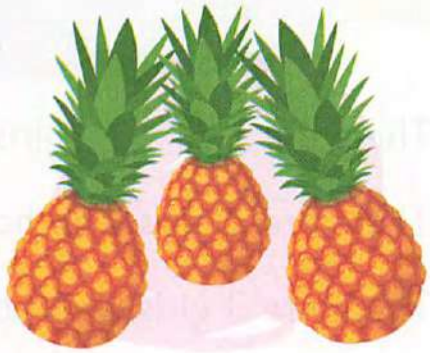
Vocabulary: calendar , day

2 Circle the group of 5 objects:

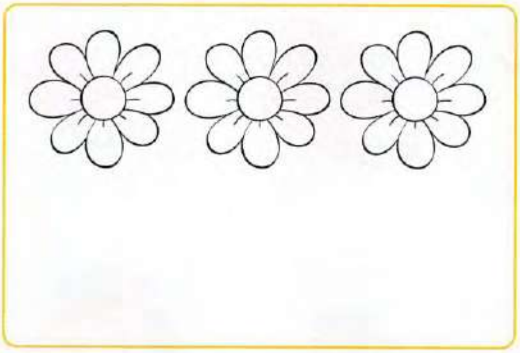


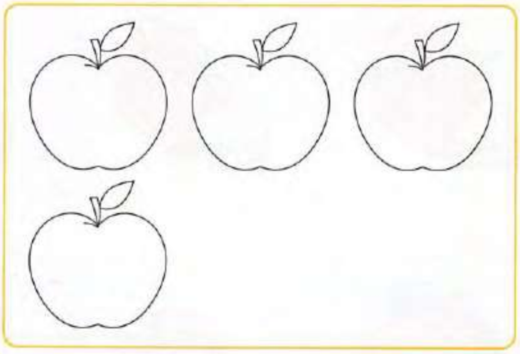


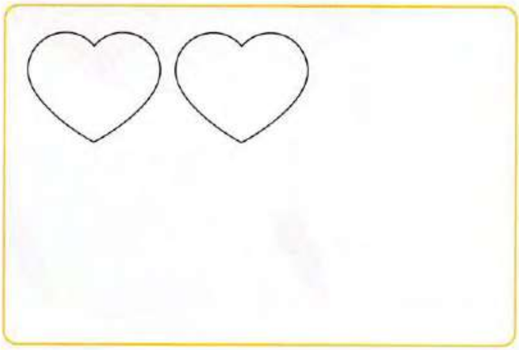


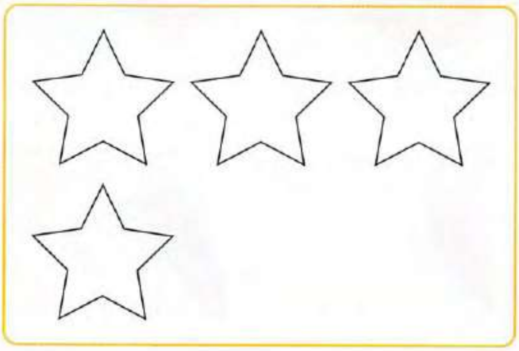


3 Draw to get 5 objects in each group:





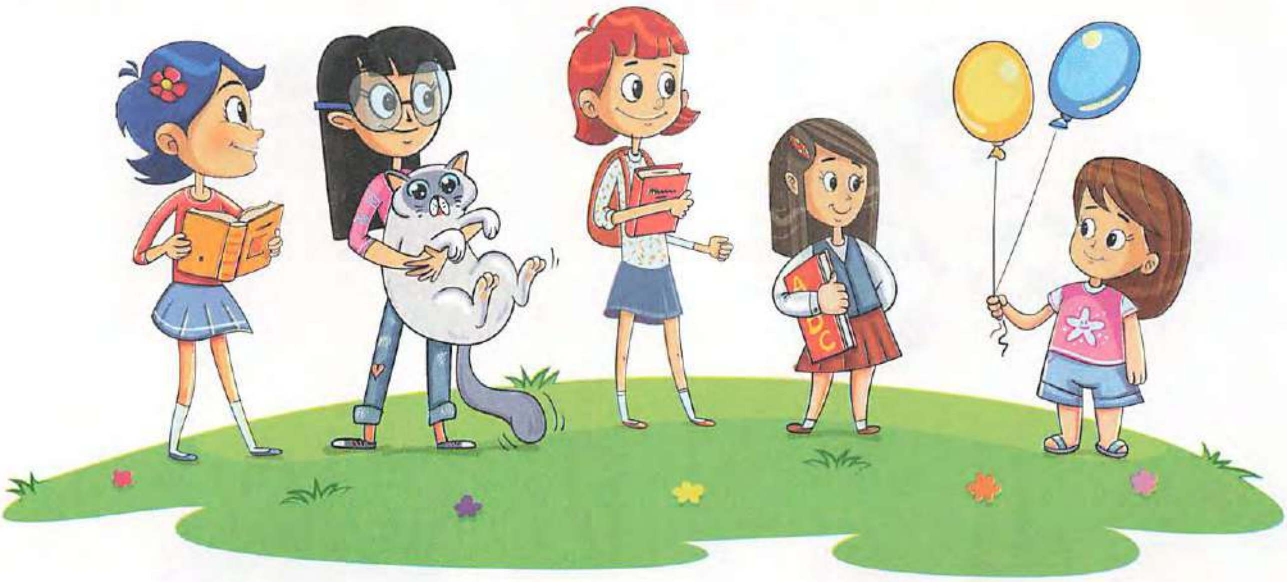




Parents' Tips:

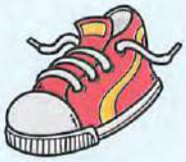
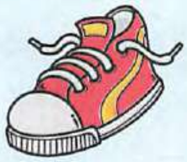
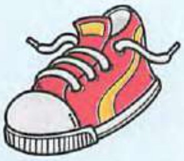
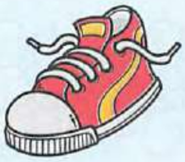
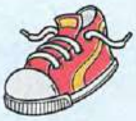
- Ask your child to count objects (toys stickers) from (1 - 5).
- Help your child count up to 5 by using marbles, spoons and pens.

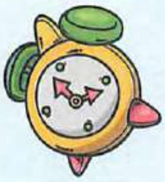
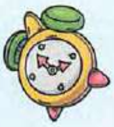
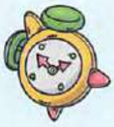
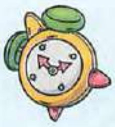
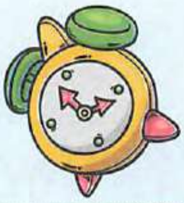
4 Look at the picture, then count and complete:

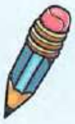
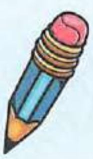
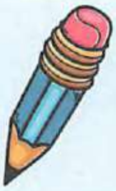
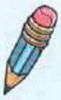
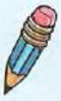


- There are .... girls.
- There are 2 girls who have .... hair. (short / long)
- There are 3 girls who have .... hair. (short / long)

5 Circle the objects which have the same size in each row:

Parents' Tips:
- Help your child compare among 4 and 5 objects by size, shape and color.

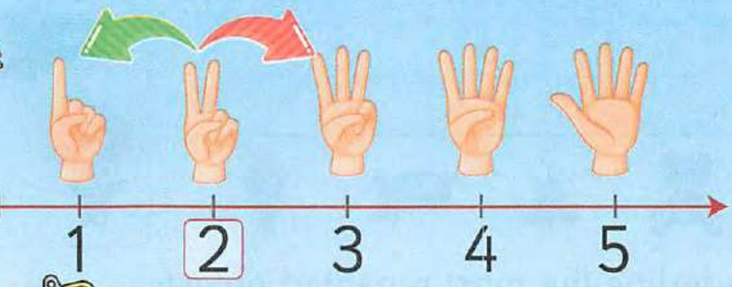
Vocabulary: short, long

Lessons
5&6

(B) The number line

Study

- This is called **number line**.
- **Number line** helps us to count.
- On the number line numbers go greater when moving to right and go less when moving to left.



Notice that:

1 is less than **2** and
3 is more than **2**

Practice

Look at the above number line to color either less or more:

3 is less more than **2**
4 is less more than **3**
5 is less more than **1**
2 is less more than **5**
1 is less more than **3**
4 is less more than **2**
5 is less more than **3**
2 is less more than **1**

Now I can

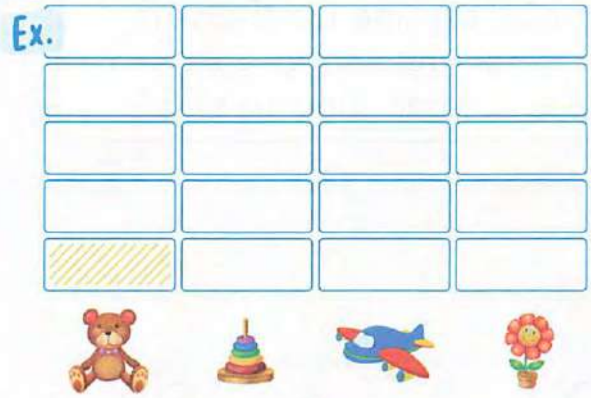
- count objects up to 5.
- represent numbers up to 5 on the number line.

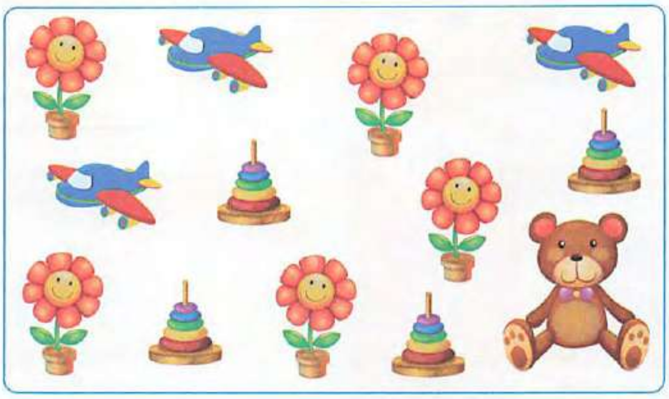
Daily Practice:
- Let your child tell you the name of the months of the year.

Vocabulary: number line, more, less

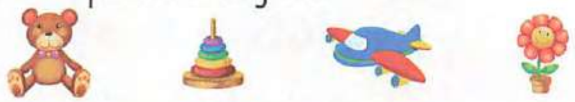
Test Yourself

1 Count and color in the graph:

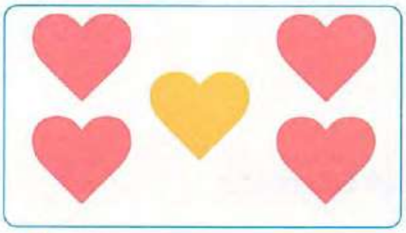


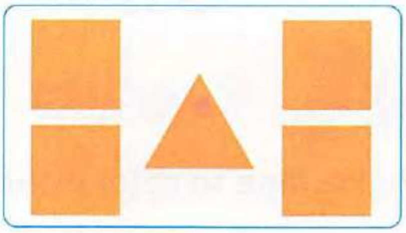


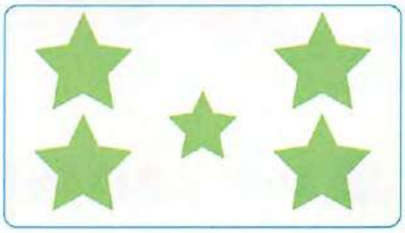
- Underline the most repeated object:



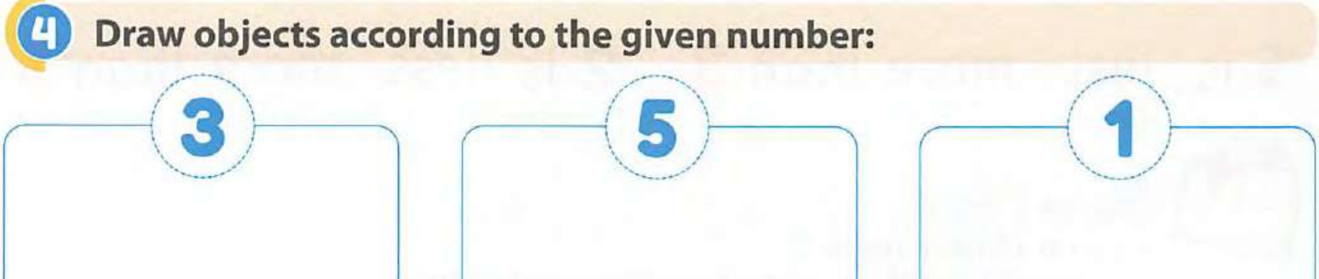
2 Circle the object which is different in color, shape or size in each group:







3 Complete and match:



4 Draw objects according to the given number:

3

5

1

Assess your progress

☆☆☆☆☆

○ Need help!

○ I still need a little help!

○ I need more practice!

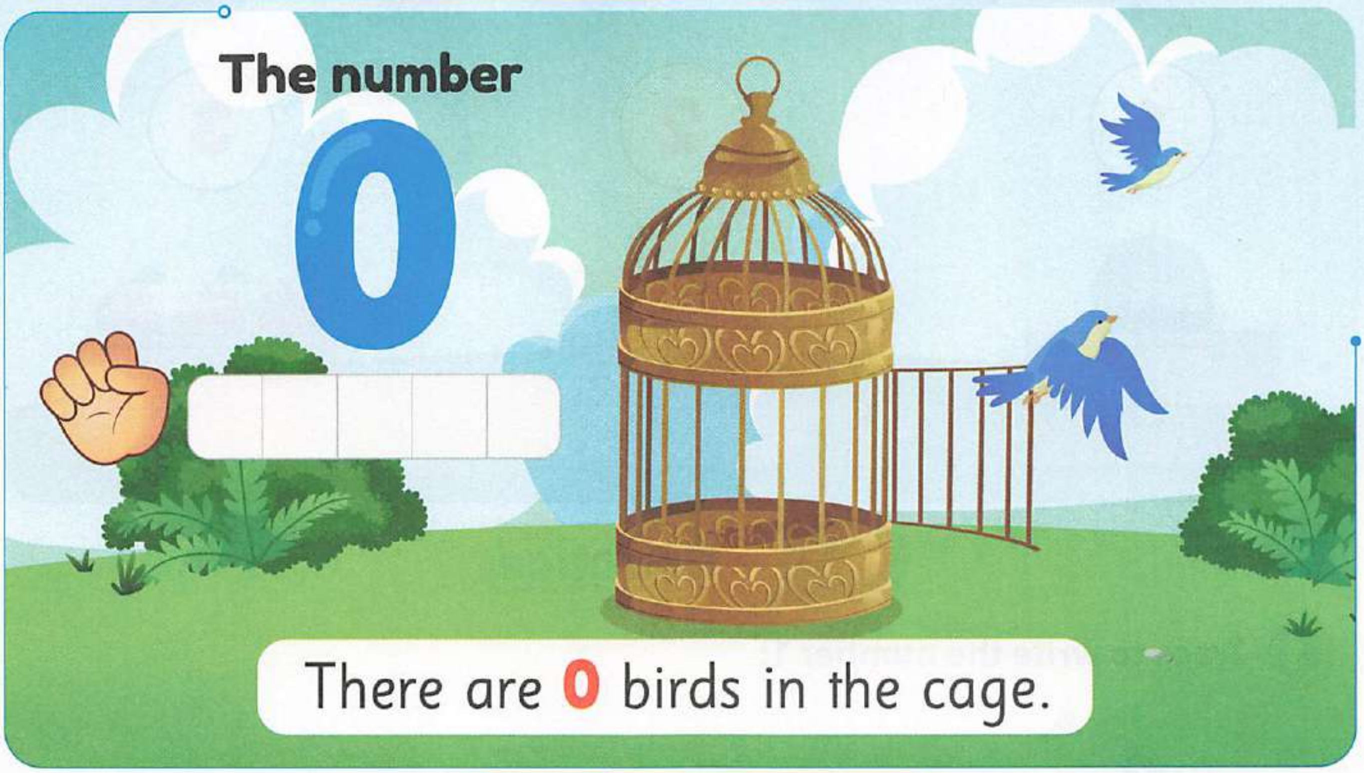
○ I understand.

○ Now, I understand well & can help my classmates.

Lessons
7&8

(A) The number 0

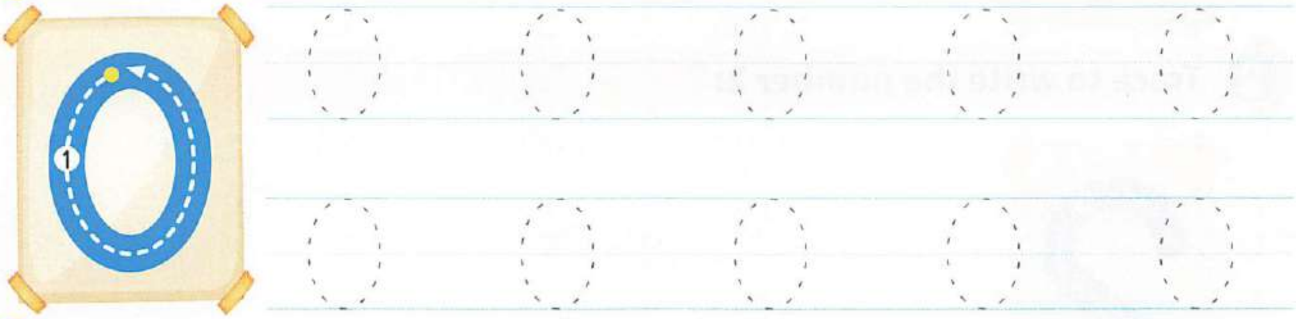
Study



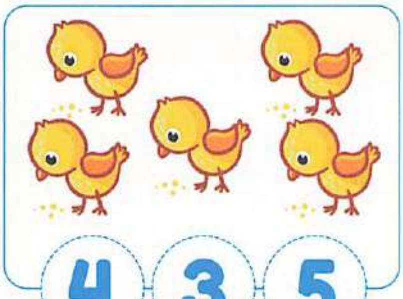
There are **0** birds in the cage.

Practice

1 **Trace to write the number 0:**

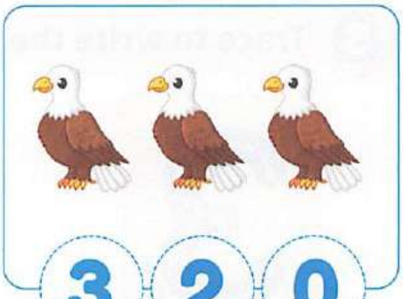


2 **Count, then color the correct number:**



4 3 5

1 0 2



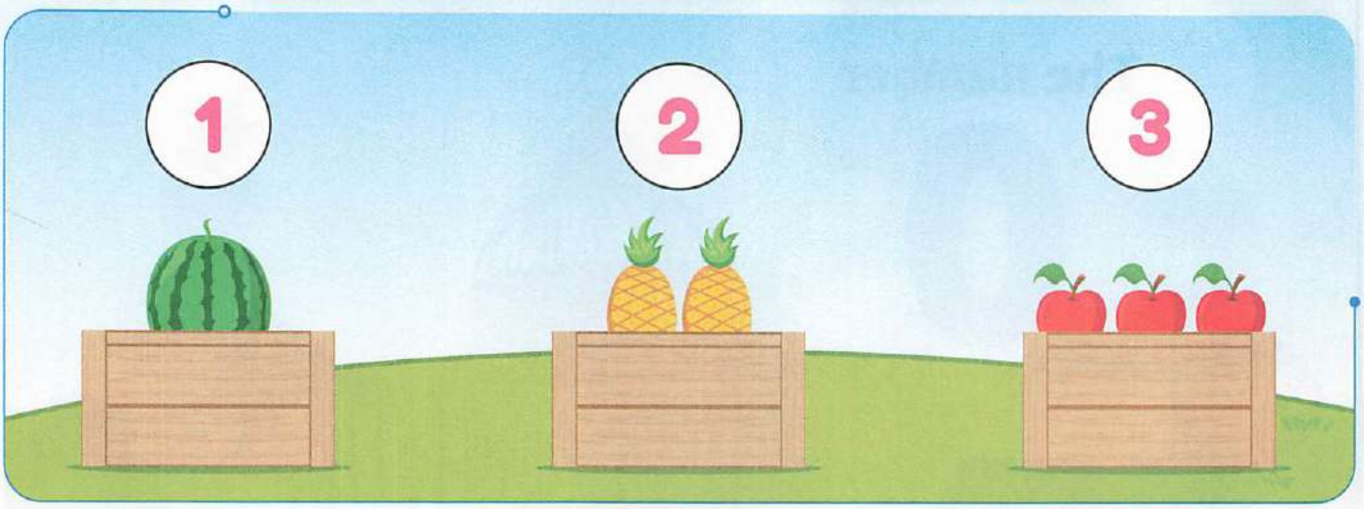
3 2 0

Daily Practice:

- Ask your child to count the days of the week and ask him/her to draw a circle around the day he/she spent in the school on the calendar.

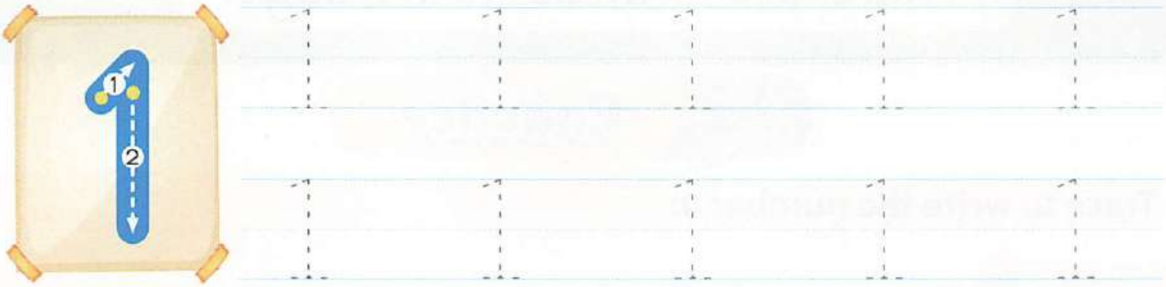
(B) Writing numbers from (1 - 3)

Study

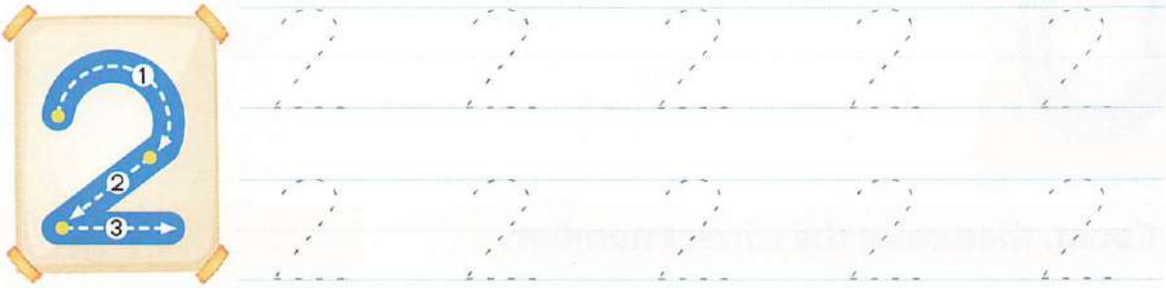


Practice

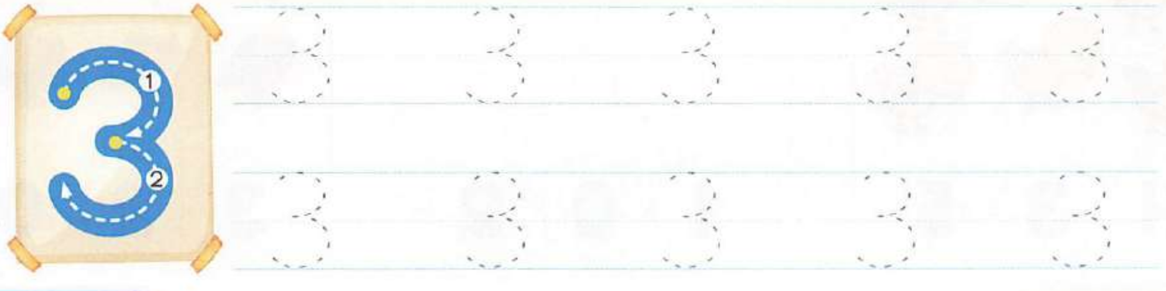
1 **Trace to write the number 1:**



2 **Trace to write the number 2:**



3 **Trace to write the number 3:**

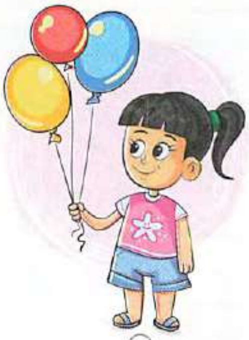


Daily Practice:

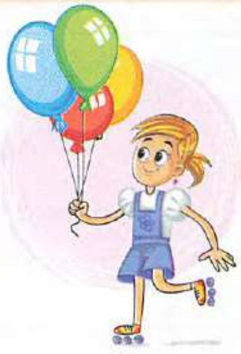
- Let your child tell you the name of the days of the week.

Vocabulary: zero

④ Count the number of balloons, then match:



○



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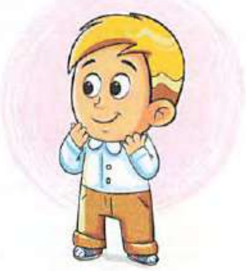

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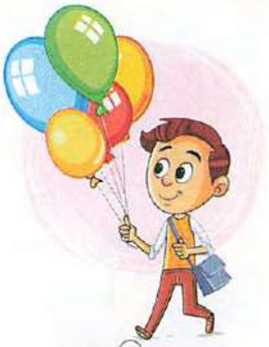


○

○ ○ ○ ○

5 3 4 0

⑤ Write the number of dots in each frame:

....

●	●	●		

....

●	●			

....

⑥ Draw ★ according to the given number:

5

3

2

4

Parents' Tips:

- Help your child recognize the number 0 and ask him/her to count some objects from (0 - 5) and represent numbers by using his/her fingers.

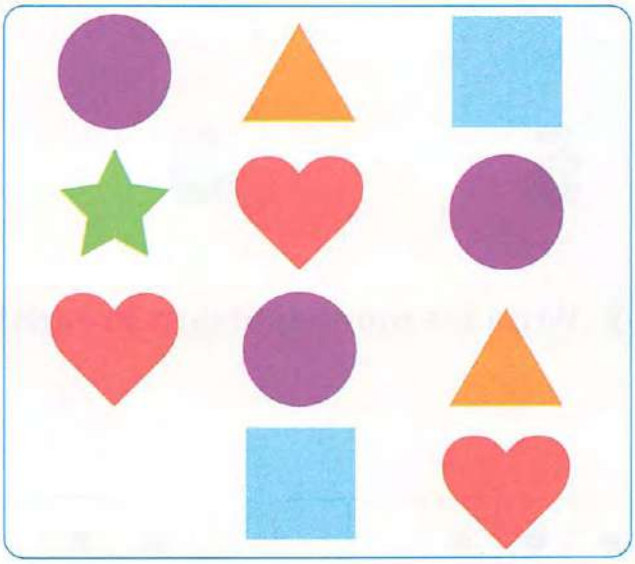
7 Complete the numbers on the number line:

0 .... 3 4 5

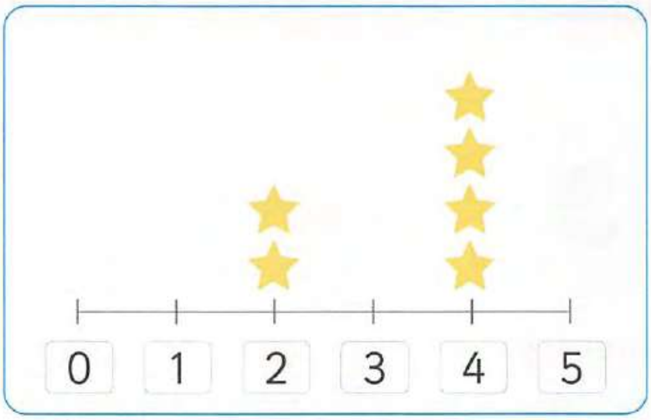
.... 1 .... 4 5

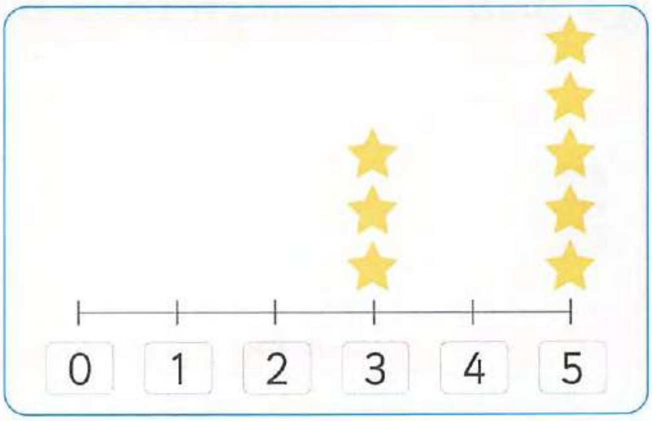
8 Look at the picture, then complete:

- There are .... ▲
- There are .... ●
- There are .... ■
- There are .... ♥
- There is .... ★
- There is .... ⬭



9 Draw ★ on the number line to show each number:





Now I can

- write numbers 0, 1, 2 and 3.
- represent numbers up to 5 on the number line.

Test Yourself

1 Draw dots in each five frame according to the given number:

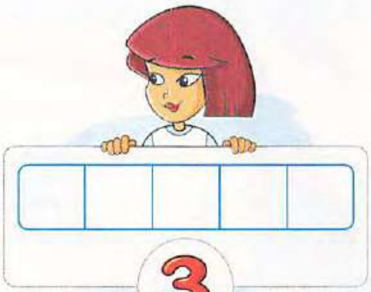
2

1

0

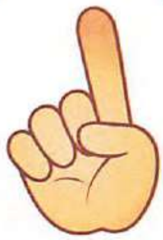
5

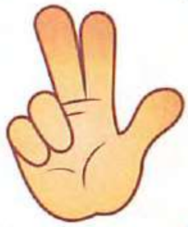
4

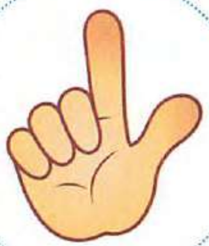


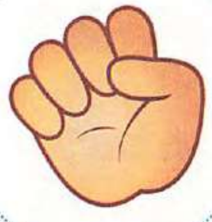
3

2 Count and write the number:



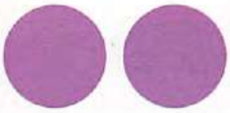




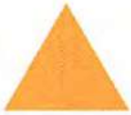


3 Complete drawing to reach the number:

5



4



Assess your progress

★★★★★

Need help!

I still need a little help!

I need more practice!

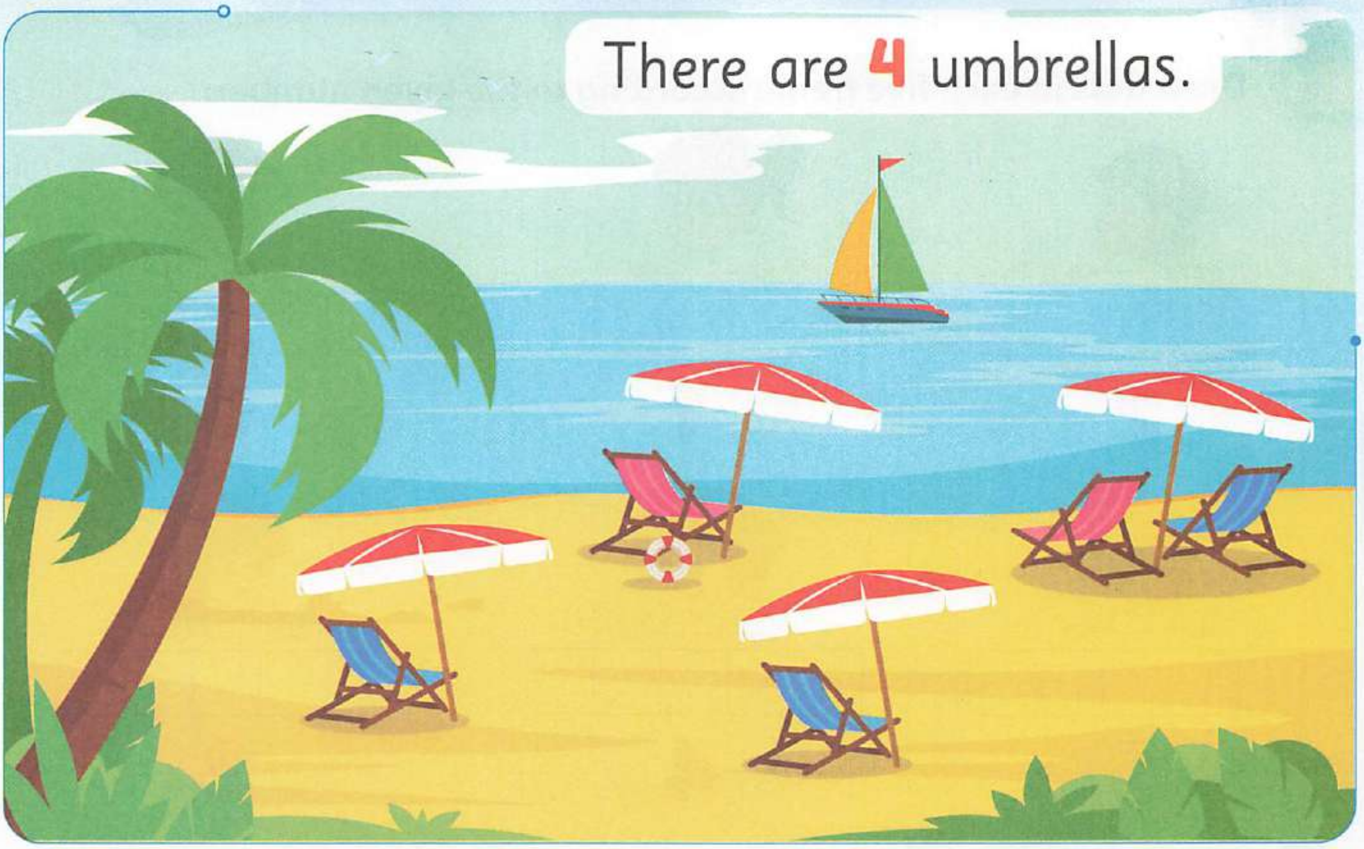
I understand.

Now, I understand well & can help my classmates.

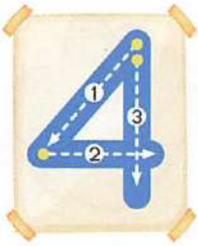
Lessons
9&10

Writing numbers up to 5

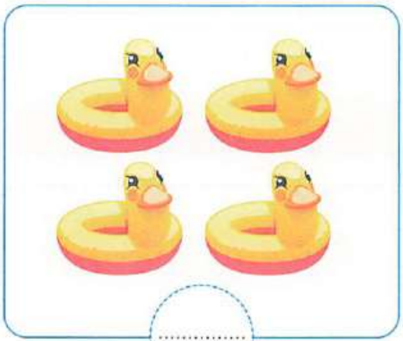
Study

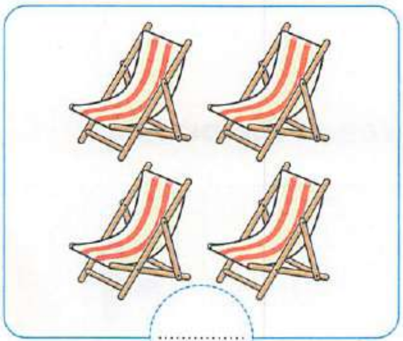

There are **4** umbrellas.

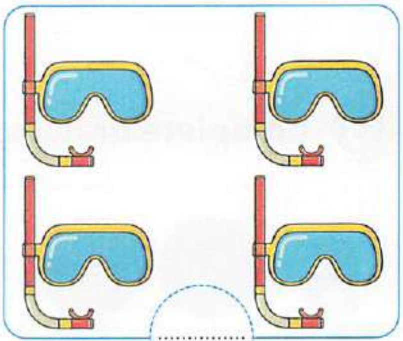
Trace to write the number 4:



Count objects and write the number:

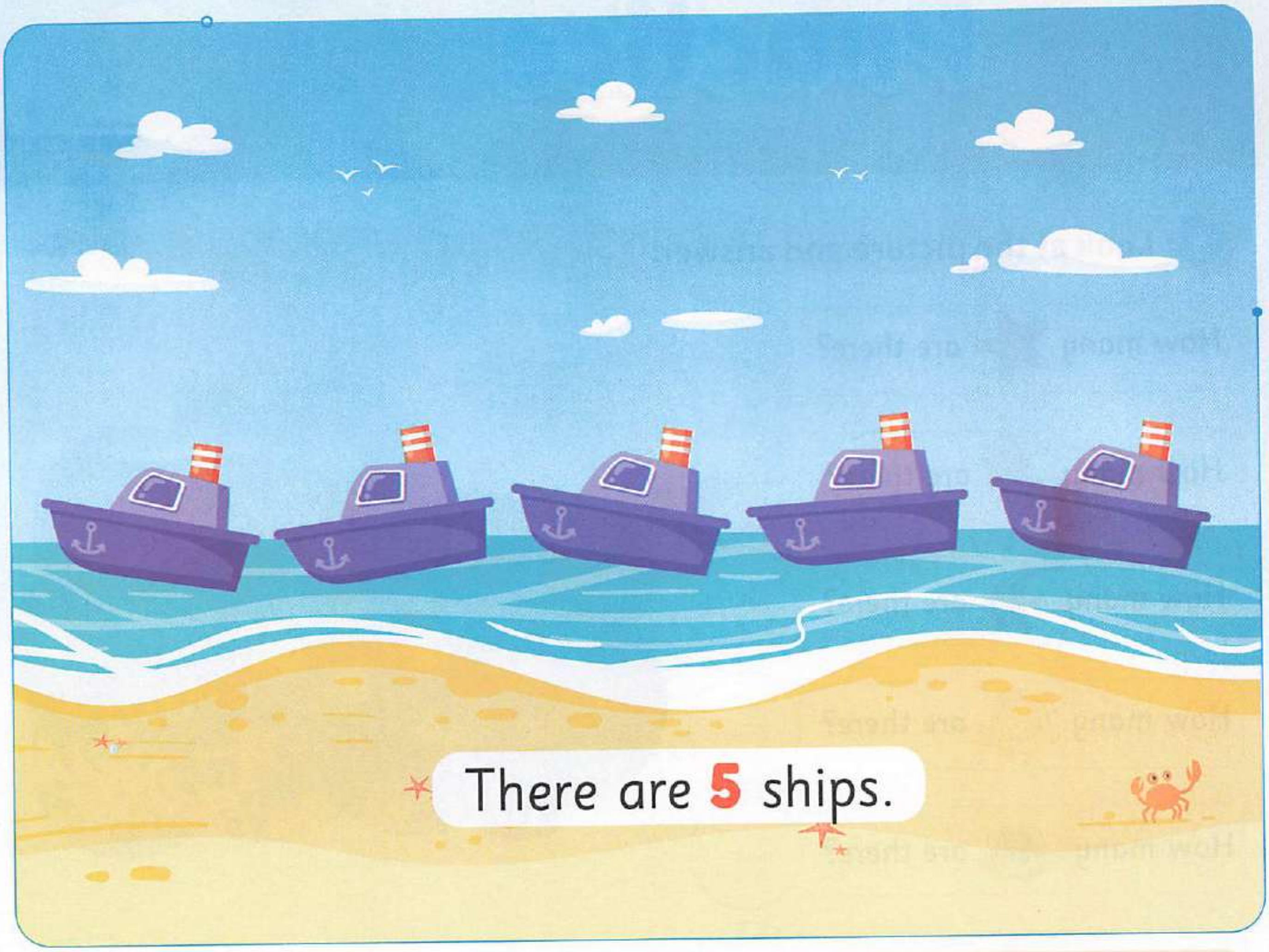

……………


……………


……………

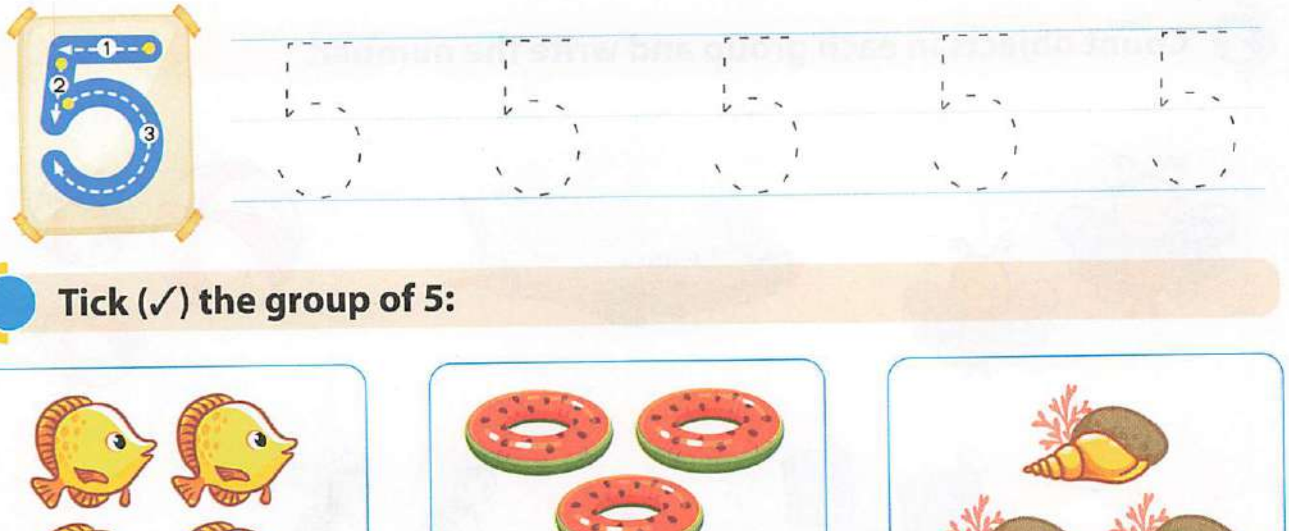
Daily Practice:

- Ask your child to tell you the name of the current month and ask him/her to draw a circle around the day he/she spent in the school on the calendar.

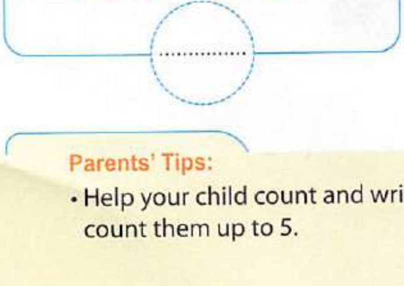


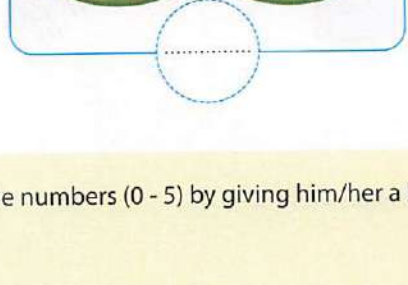
There are **5** ships.

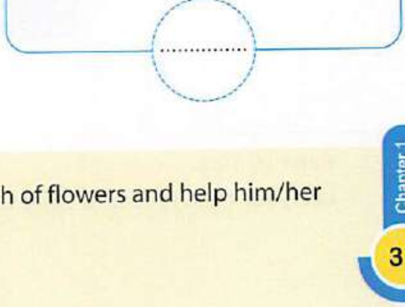
Trace to write the number 5:



Tick (✓) the group of 5:





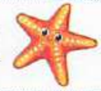


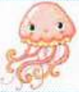
Parents' Tips:

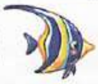
- Help your child count and write the numbers (0 - 5) by giving him/her a bunch of flowers and help him/her count them up to 5.

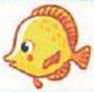
Practice

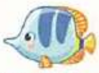
1 Look at the picture and answer:

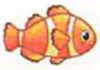
How many  are there?

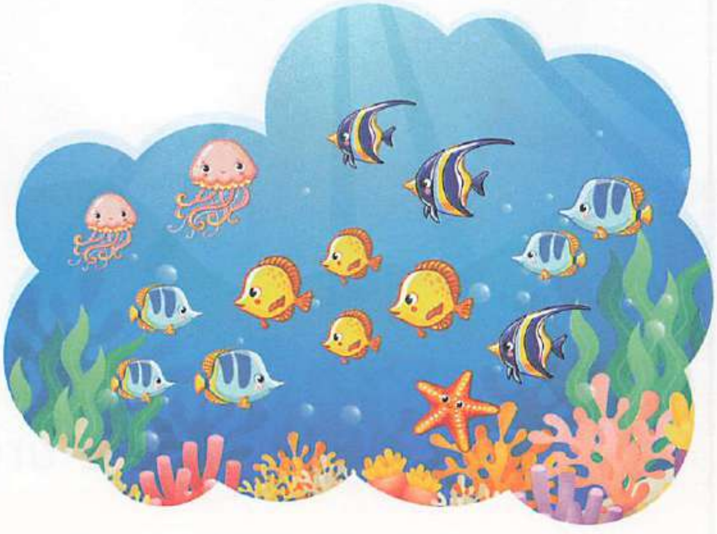
How many  are there?

How many  are there?

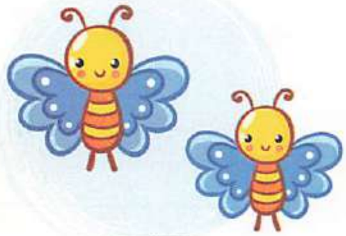
How many  are there?

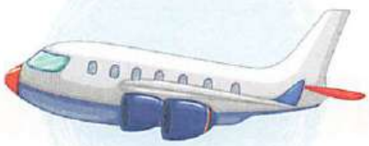
How many  are there?

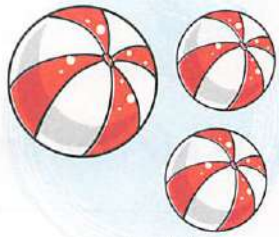
How many  are there?

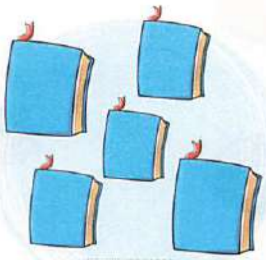


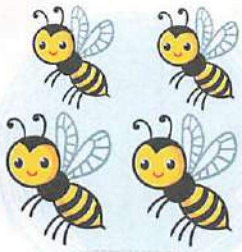
2 Count objects in each group and write the number:











Parents' Tips:

Let your child read and write the numbers up to 5.

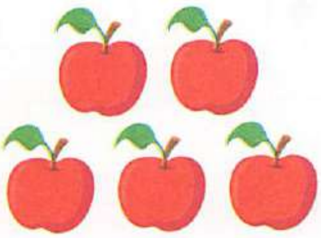
③ Draw the same objects according to the given number:

5

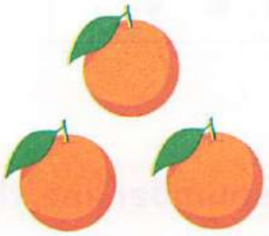
2

4

④ Color the correct number:

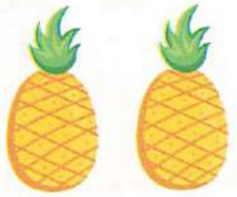


0 3 5

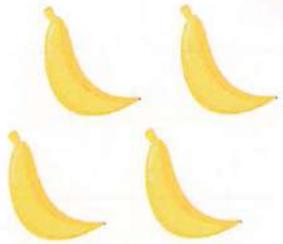


2 4 3

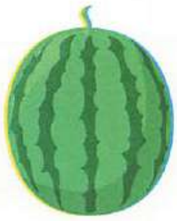
2 0 4



2 5 3

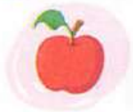


1 4 2



5 4 1

⑤ How many?



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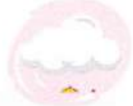

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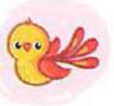

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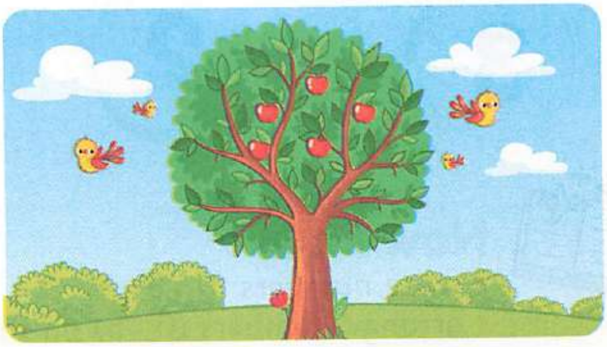
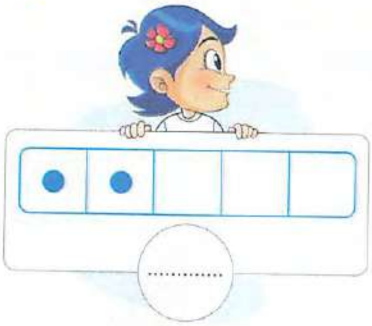


Parents' Tips:

- Let your child represent the number using the five frame.

6 Look at the frames, then write the number of the dots:



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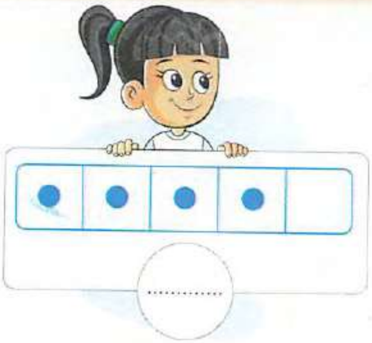

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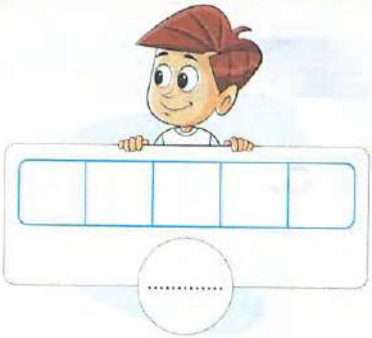
....



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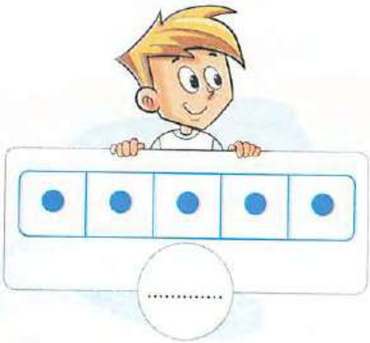

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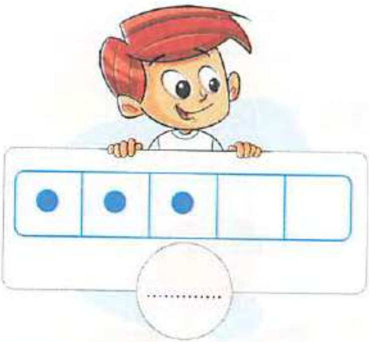

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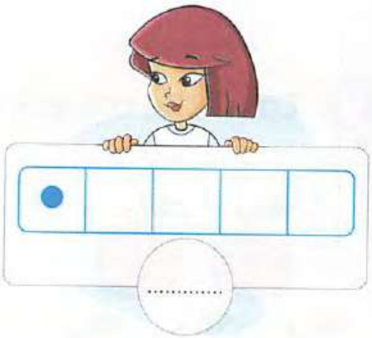

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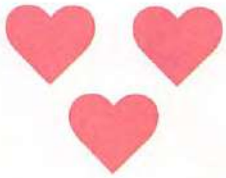
....

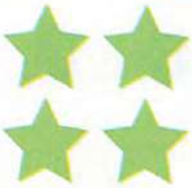
7 Write the numbers on the number line, then match:

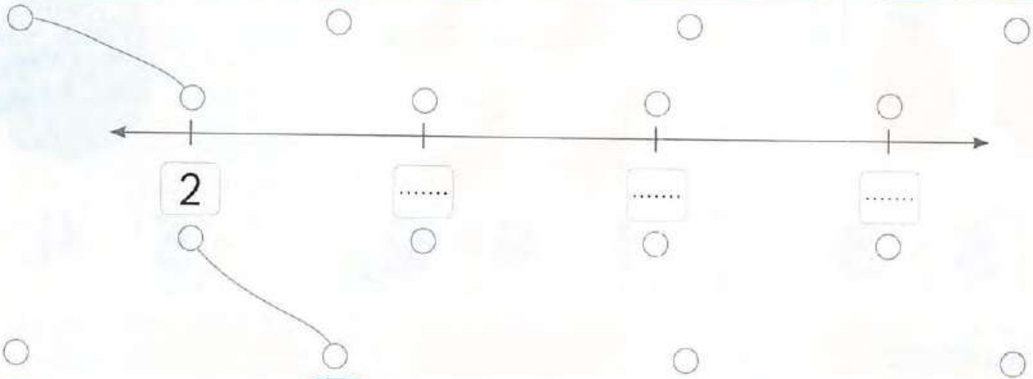
Ex.

A number less than **3**



A number more than **4**





3

2

5

4

Now I can

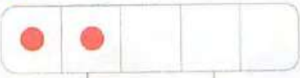
- write numbers (0 - 5).
- arrange numbers (0 - 5) on the number line.

Parents' Tips:

- Let your child count objects around him/her from 1 - 5.

Test Yourself

1 Count the dots, then match: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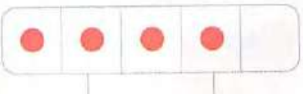
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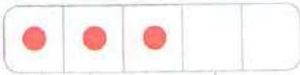
....
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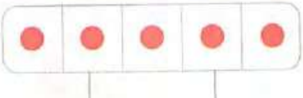
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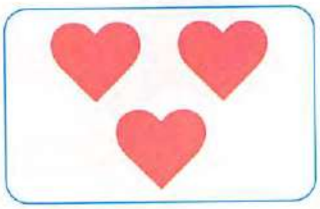

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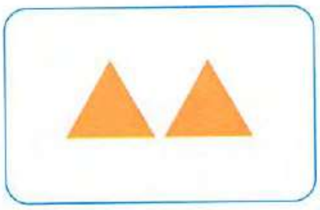

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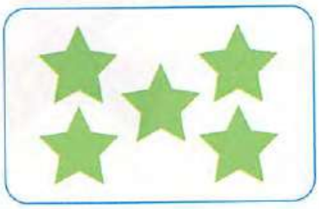

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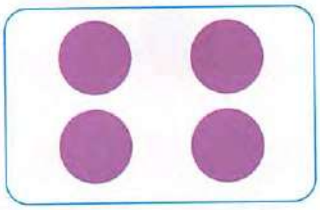
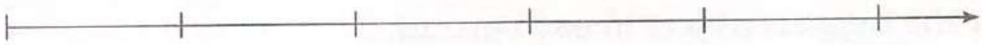


2 Write the missing numbers, then complete:



.... 3 ....

0 is less than ....

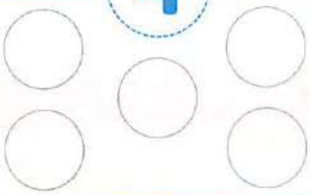
5 is more than ....

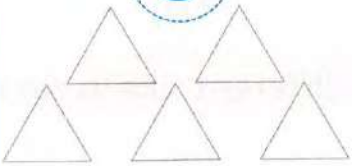
1 is less than ....

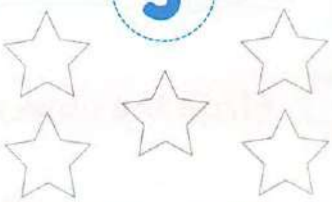
3 is more than .... and less than ....

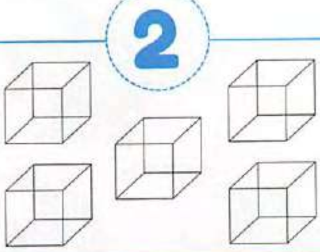
4 is less than .... and more than ....

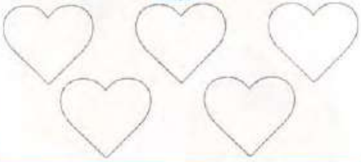
3 Color to reach the given number:

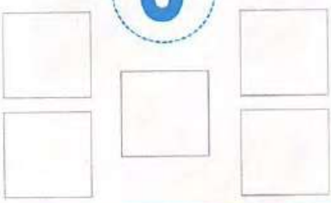
4


3


5


2


1


0


Assess your progress
★★★★★

Need help!

I still need a little help!

I need more practice!

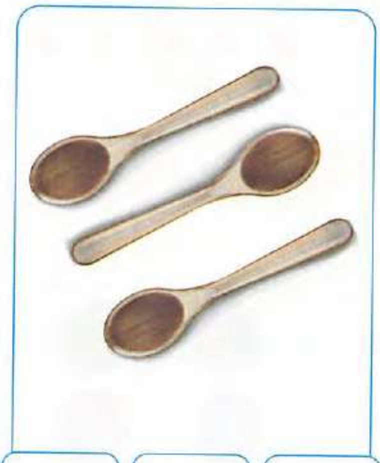
I understand.

Now, I understand well & can help my classmates.

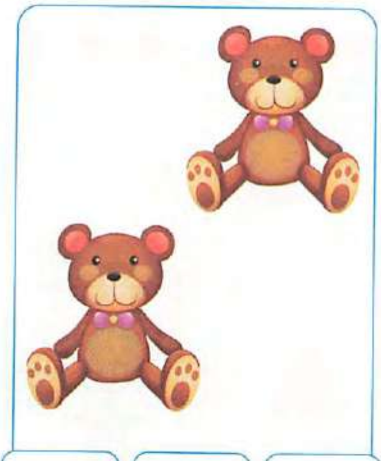
General Practice

Chapter 1

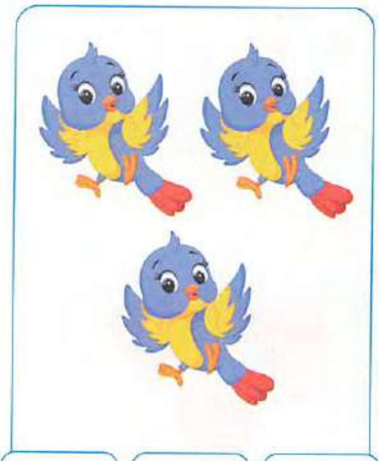
1 Circle the number of objects in each group:



1 2 3

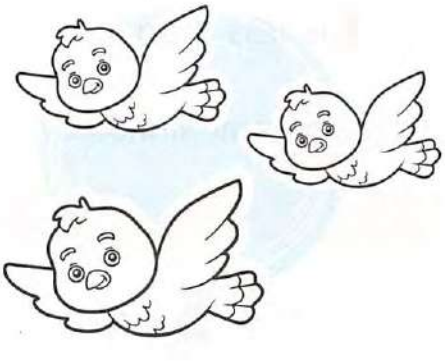


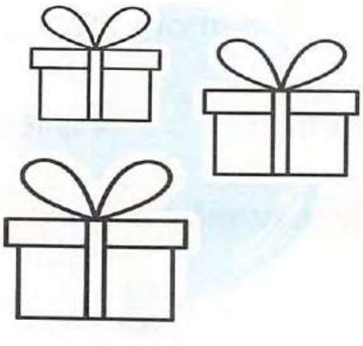
1 2 3

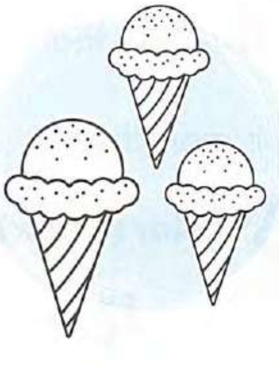


1 2 3

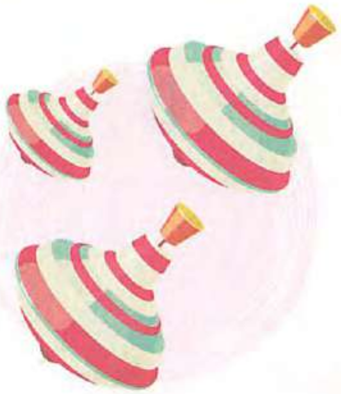
2 Color the biggest object in each group:

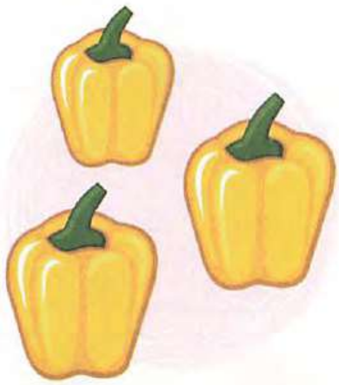


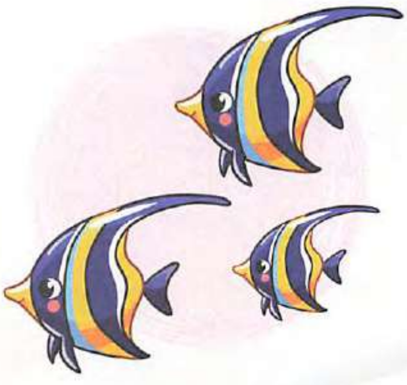




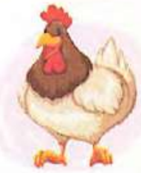
3 Circle the object of the different size in each group:

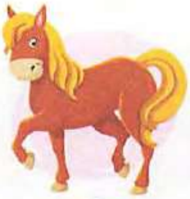






4 Count and write the number:





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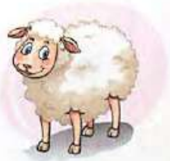

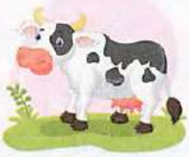

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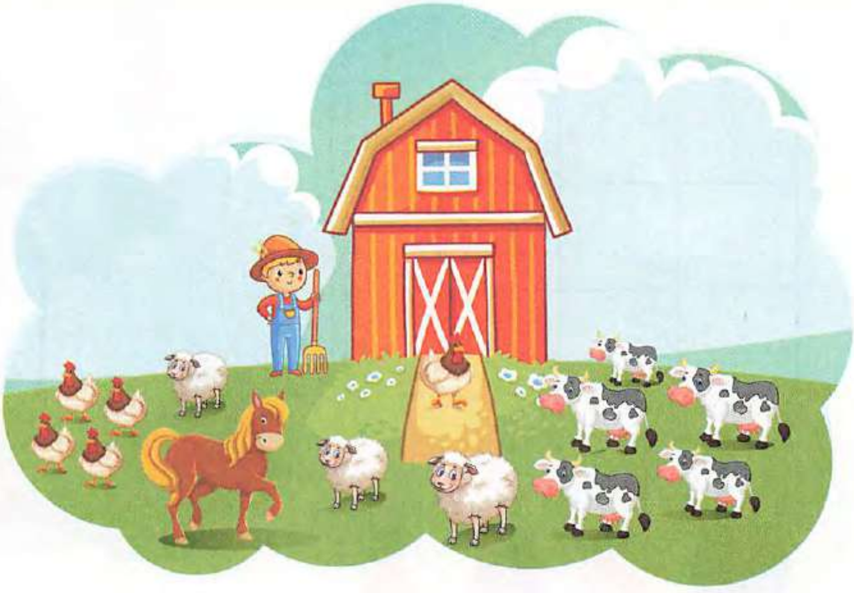
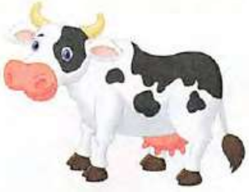
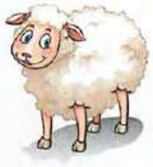
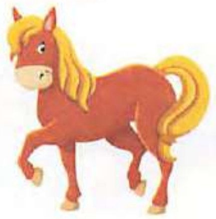
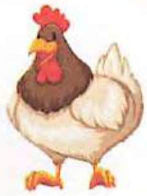


• Circle the object which is the most:

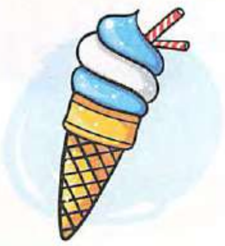


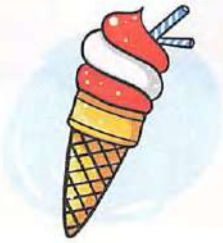


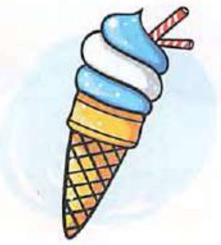


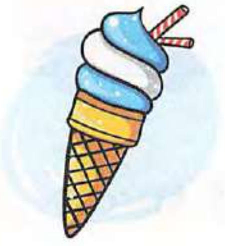


5 Underline the objects that have the same color:







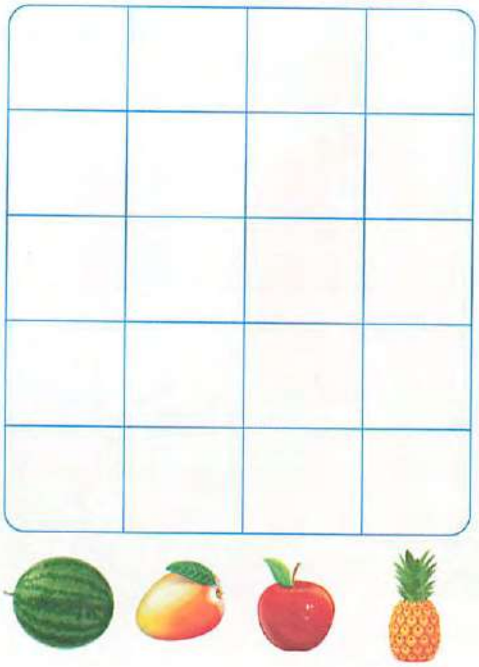


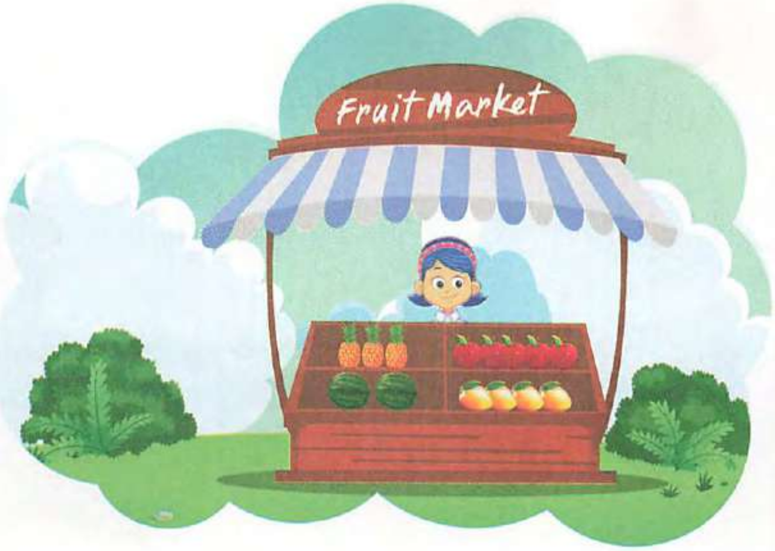
6 Complete the missing numbers on the number line:

0 .... 3 5

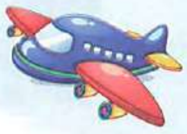
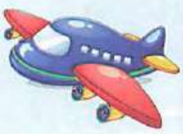
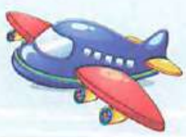
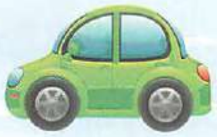
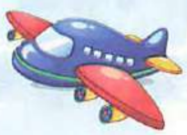
.... 2 .... 4 5

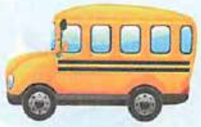
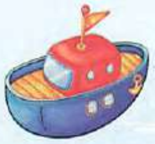
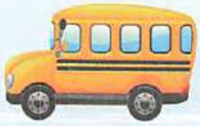
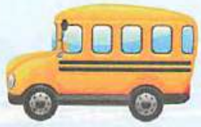
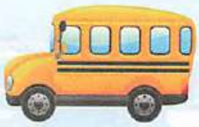
7 Count, then color to show the number:




Fruit Market

8 Circle the object of different shape in each row:

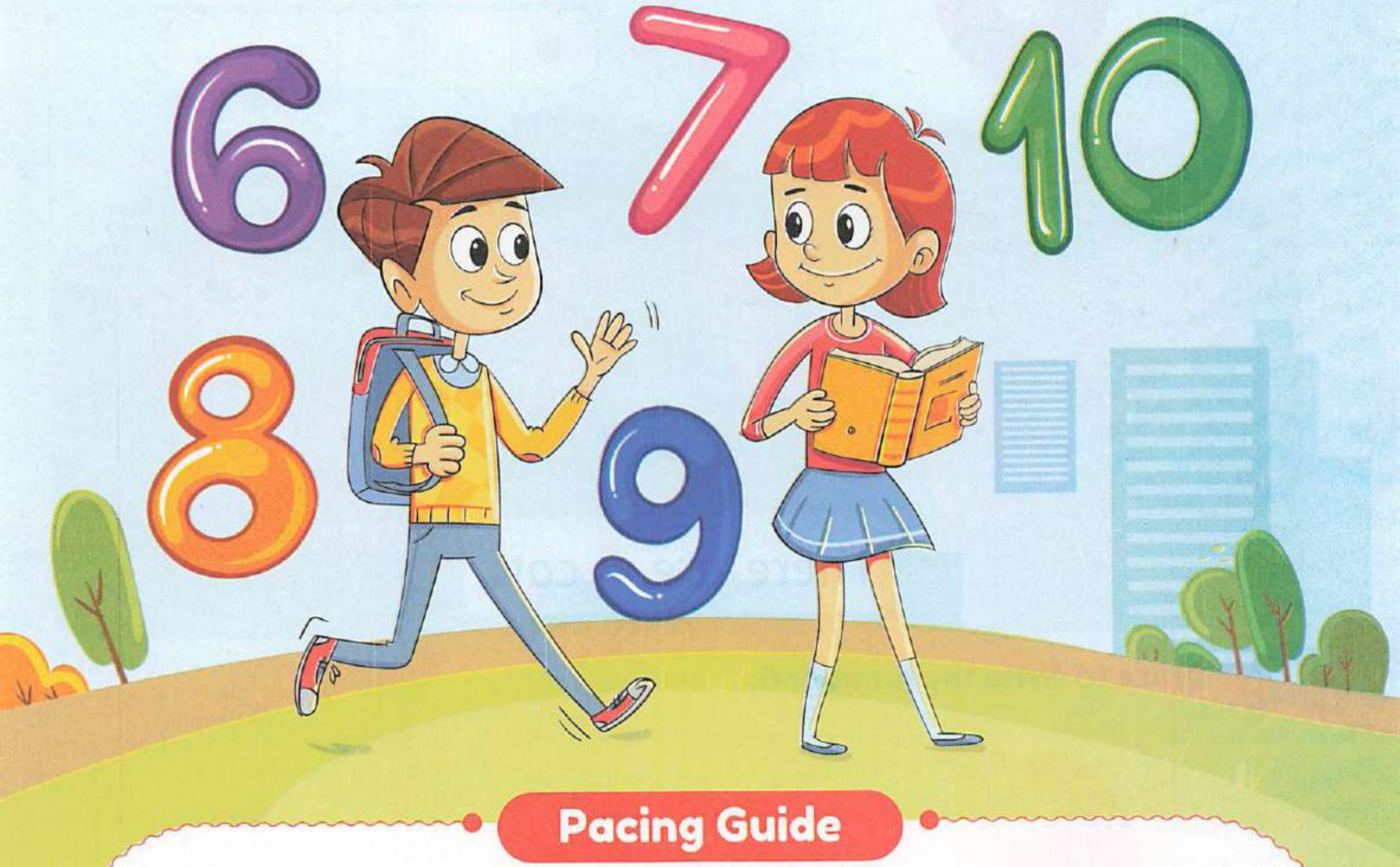






9 Match:

● ● ● ●	● ● ● ● ●	● ●	
○	○	○	○
○	○	○	○
5	4	0	2

Chapter 2



Pacing Guide

Lessons: (11&12) **Counting numbers up to 7**

Outcomes

- Read and write the numbers 6 and 7.
- Count numbers up to 7.
- Represent quantities up to 7 using pictures.
- Answer questions about data.

Lessons: (13&14) **Counting numbers up to 9**

Outcomes

- Read and write the numbers 8 and 9.
- Count numbers up to 9.
- Represent quantities up to 9 using pictures.

Lessons: (15&16) **Counting numbers up to 10**

Outcomes

- Read and write the number 10.
- Count numbers up to 10.
- Represent quantities up to 10 using pictures.

Lessons: (17&18) **1 less and 1 more**

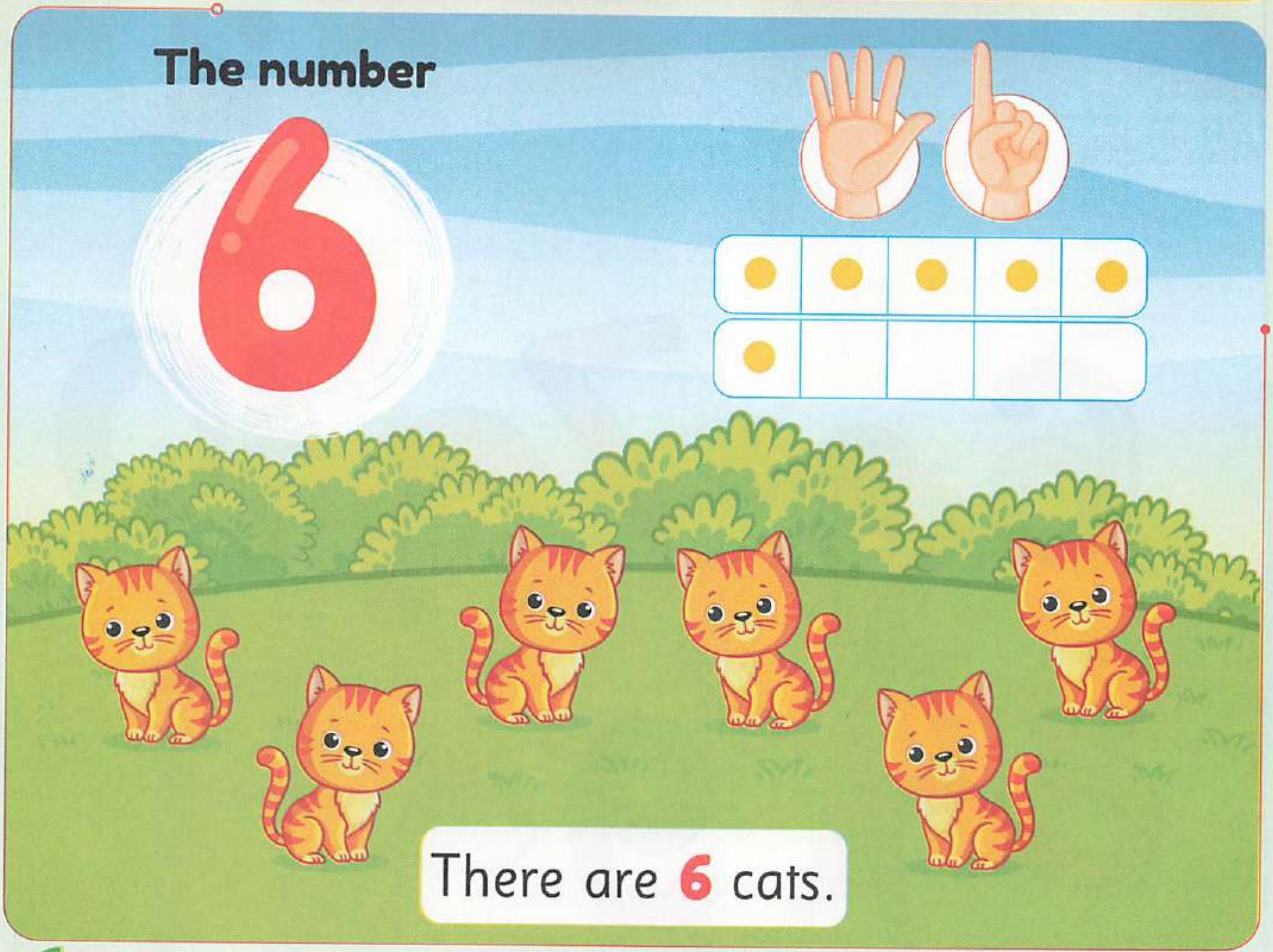
Outcomes

- Recognize numbers that are 1 less and 1 more than a given number.

Lessons
11&12

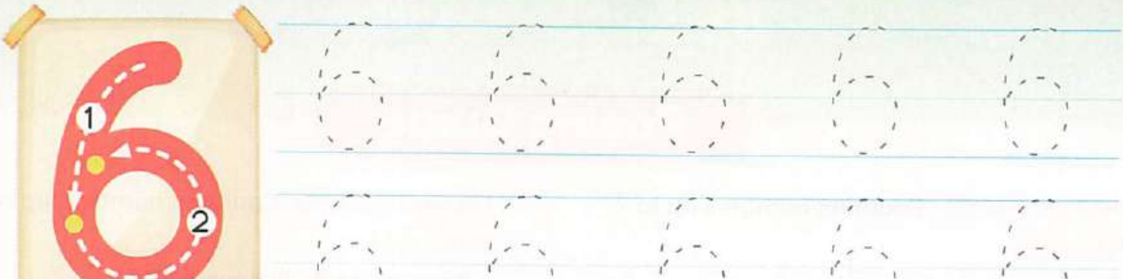
Counting numbers up to 7

Study

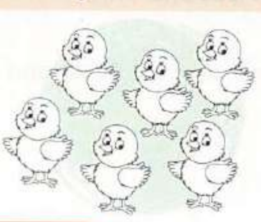


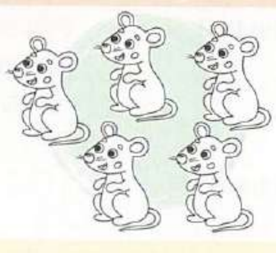
There are **6** cats.

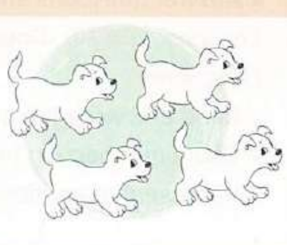
Trace to write the number 6:



Count, then color the group of 6 objects:





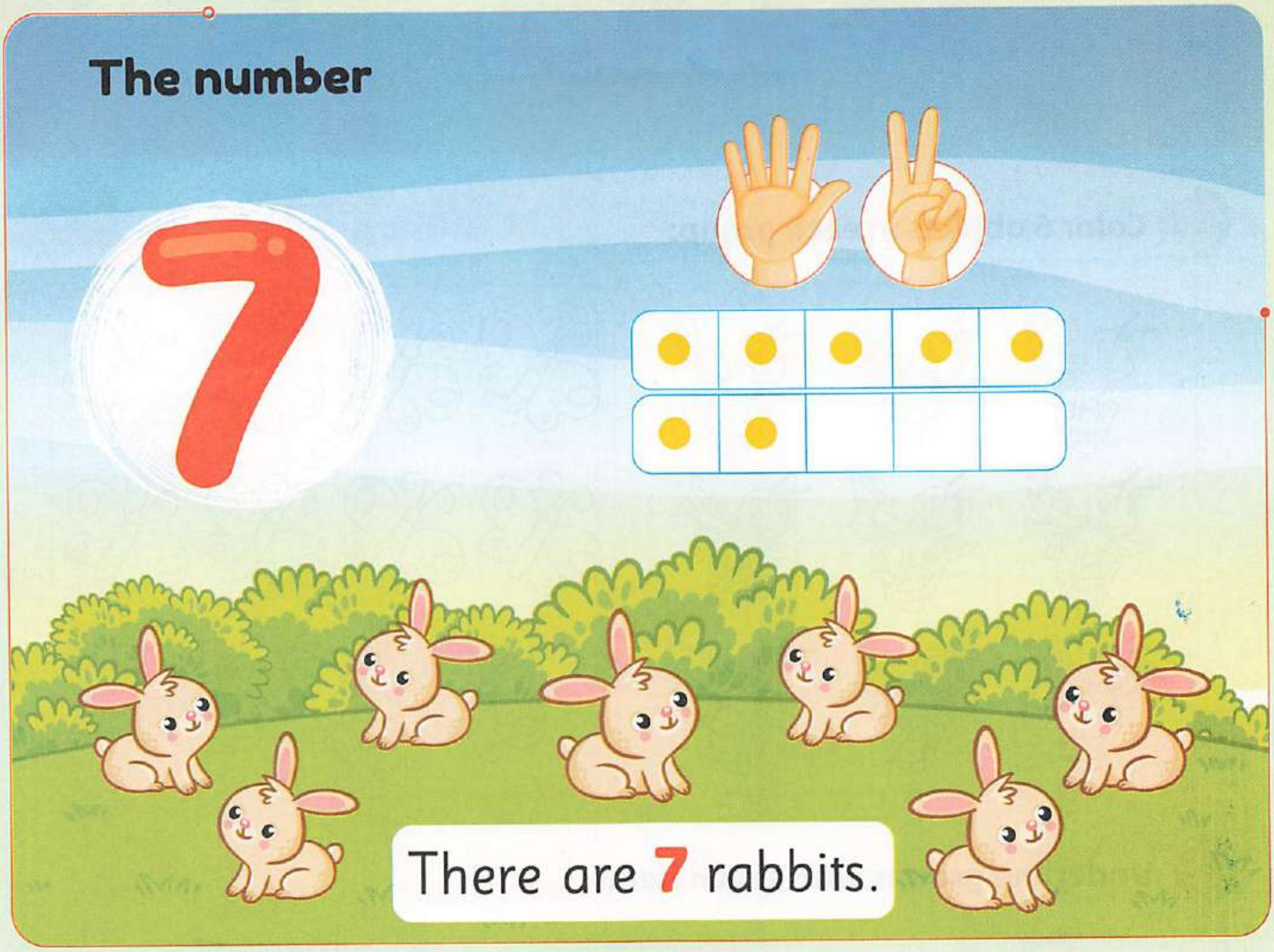


Daily Practice:

- Ask your child to tell you the day before and the day after today, then ask him/her to draw a circle around the day he/she spent in the school.
- Let your child tell you the name of the 7 days of the week.

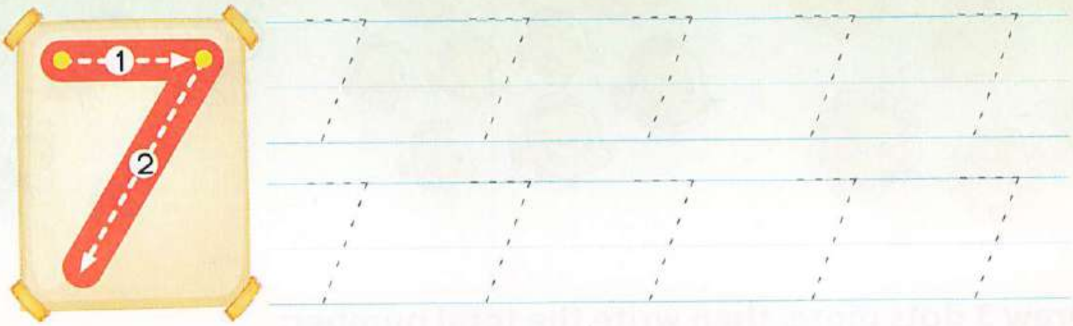
Vocabulary: calendar, day, month

The number

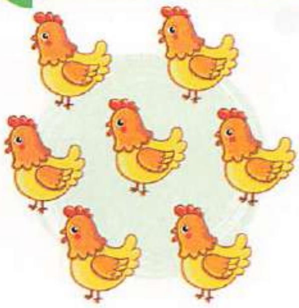


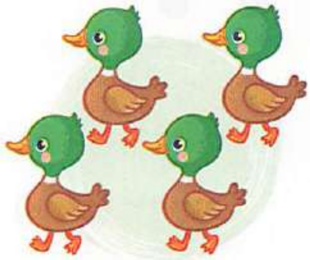
There are **7** rabbits.

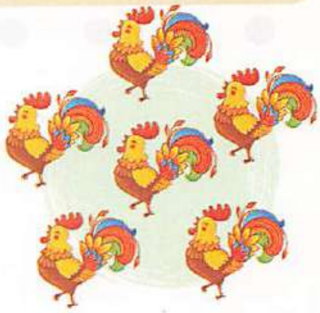
Trace to write the number 7:



Count, then circle the group of 7 objects:





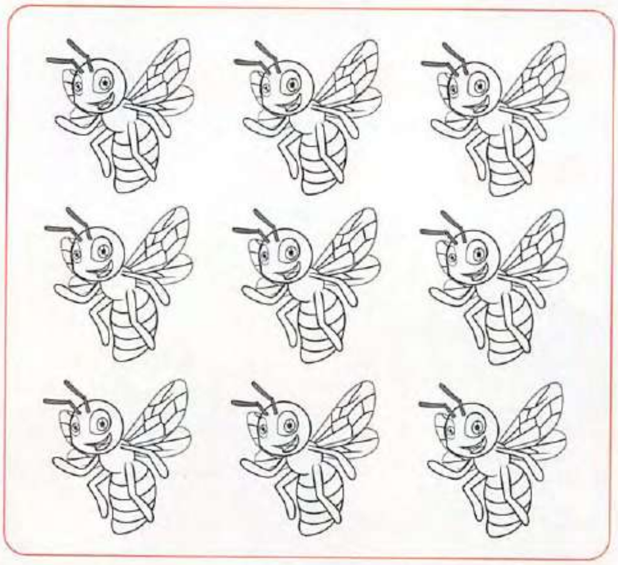


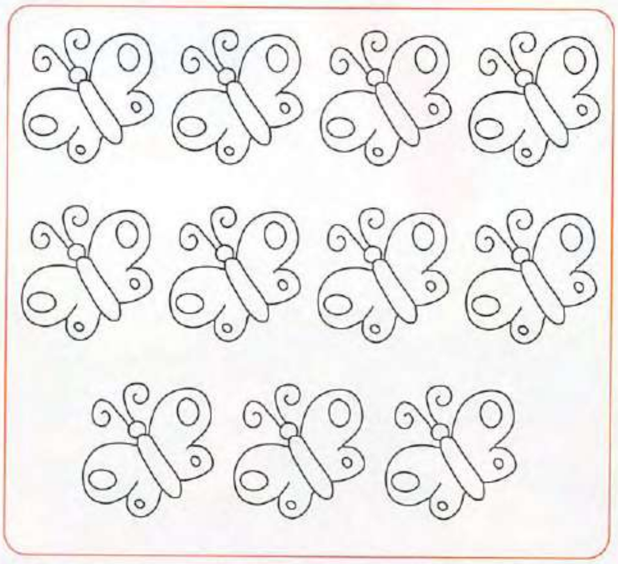
Parents' Tips:

- Help your child recognize the number 7 and ask him/her to draw 7 stars.

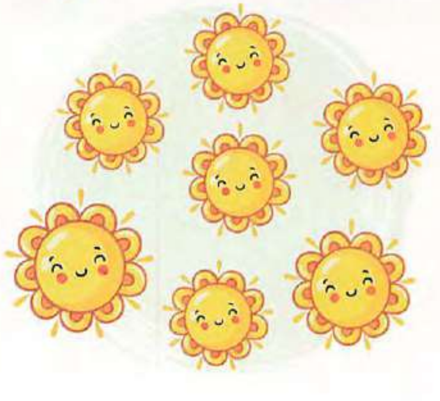
Practice

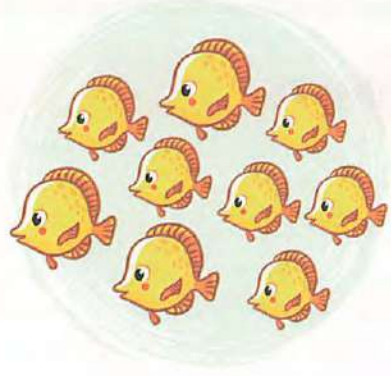
1 Color 6 objects in each group:

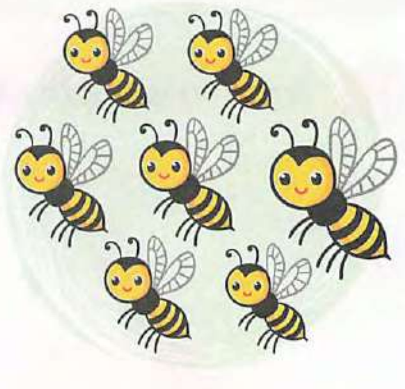




2 Underline groups with seven items:







3 Draw 3 dots more, then write the total number:

●	●	●	●	

………

●	●	●		

………

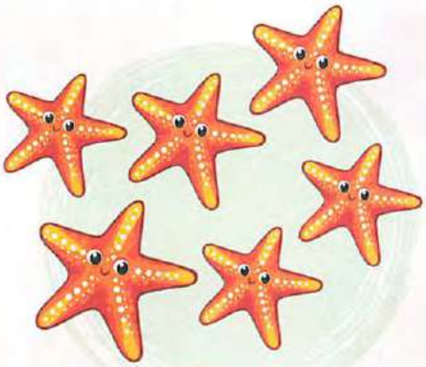
●	●			

………

Parents' Tips:

- Help your child count some objects up to 7 and ask him/her to tell you the 7 days of the week.

4 How many objects are there in each group?



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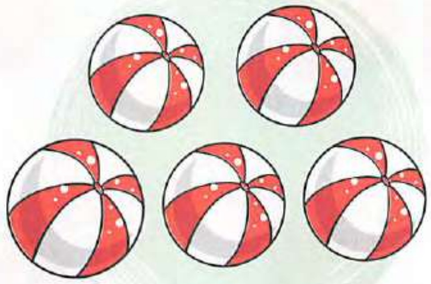

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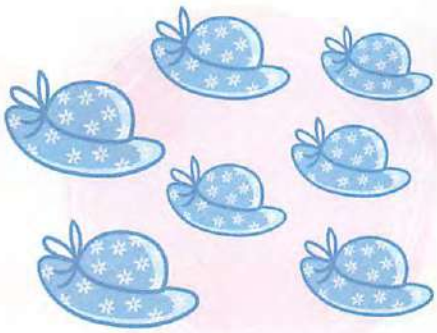

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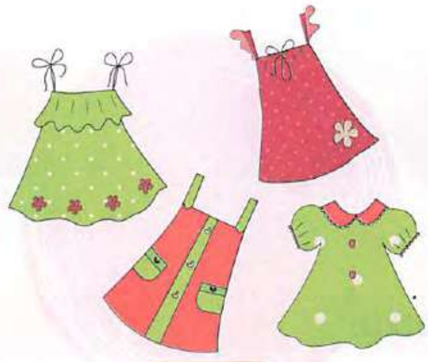

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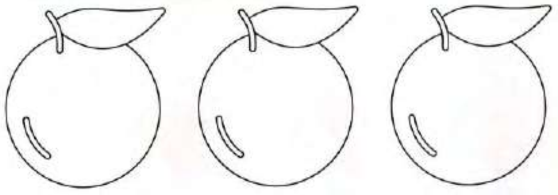
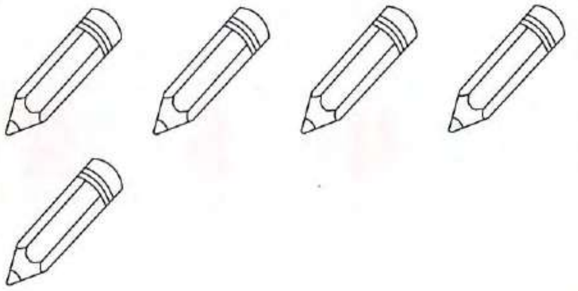
5 Draw to get the written number:



6

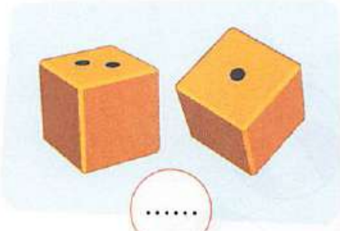


7

Parents' Tips:

- Help your child count some objects up to 7 by using his/her toys, fingers or the paper of the notebook.

⑥ Write the number of dots:



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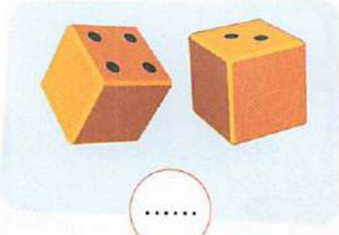

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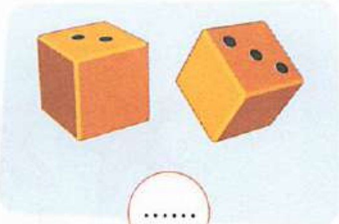

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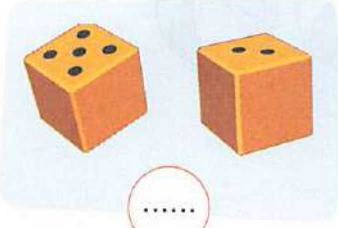

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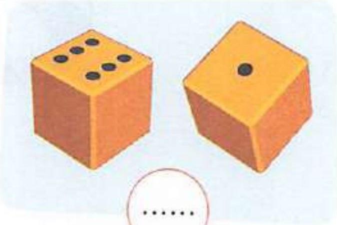

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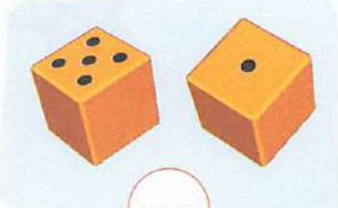

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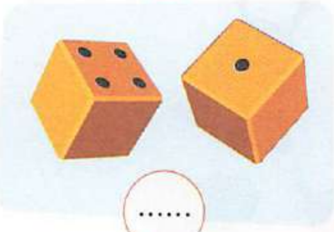

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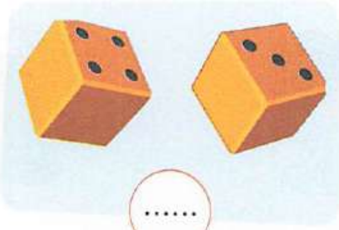

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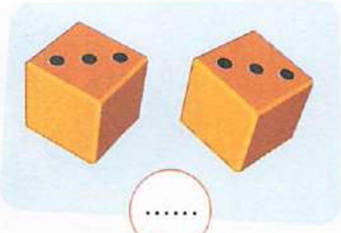

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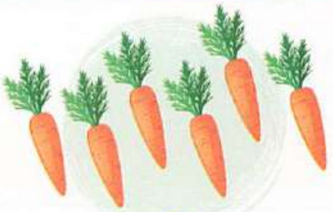
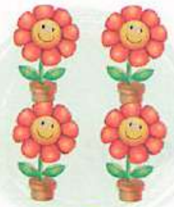
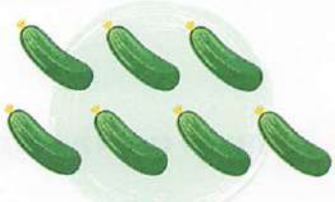
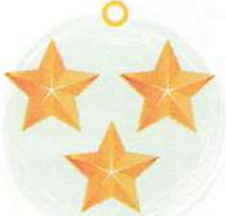
⑦ Match:

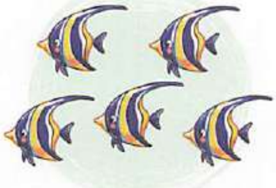


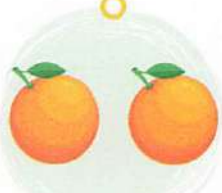




4 5 2 6 7 3







Now I can

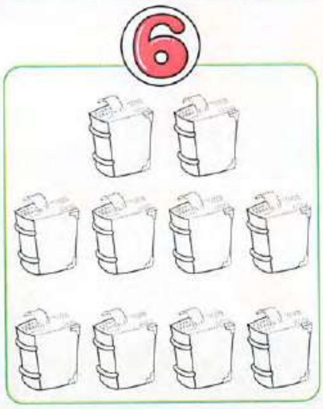
- count and write numbers up to 7.
- represent numbers 6 and 7 using pictures.

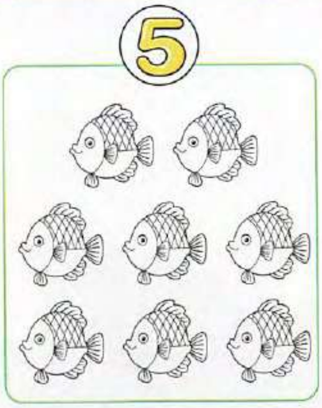
Parents' Tips:

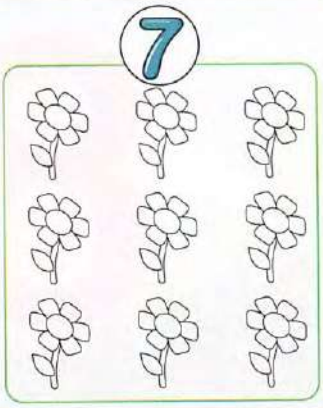
- Let your child know that we can get the same number of objects by regrouping it in different ways like we can get 7 dots using 3 dots and 4 dots.

Test Yourself

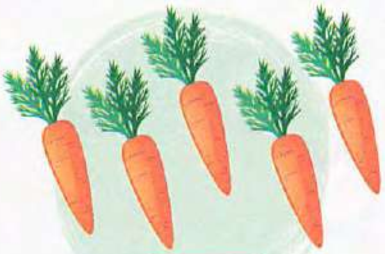
1 Color the objects in each group according to the given number:







2 How many objects are there in each group?



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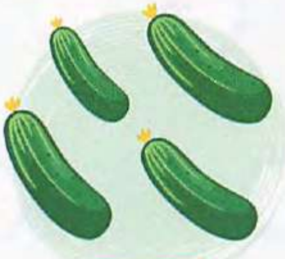

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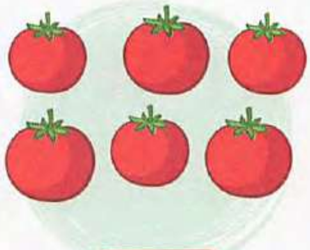
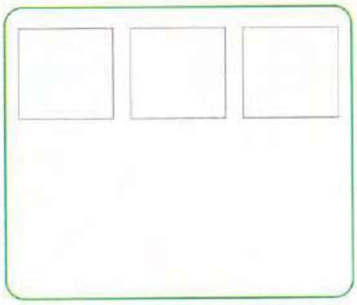
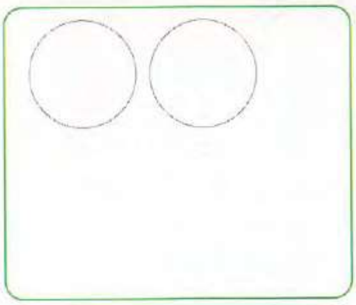
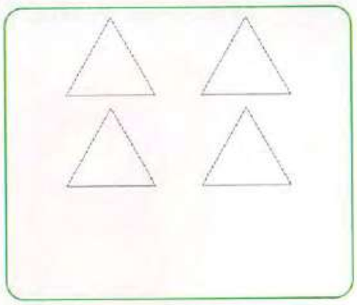


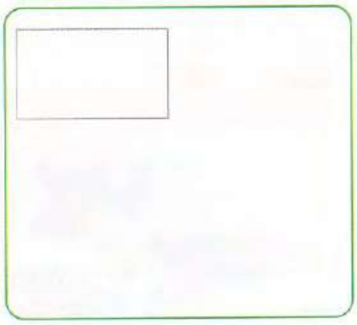
....

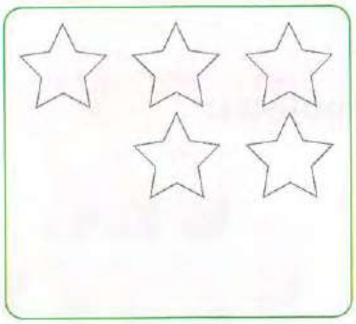
3 Draw to get 6 objects in each group:











Assess your progress

★★★★★

Need help!

I still need
a little help!

I need more
practice!

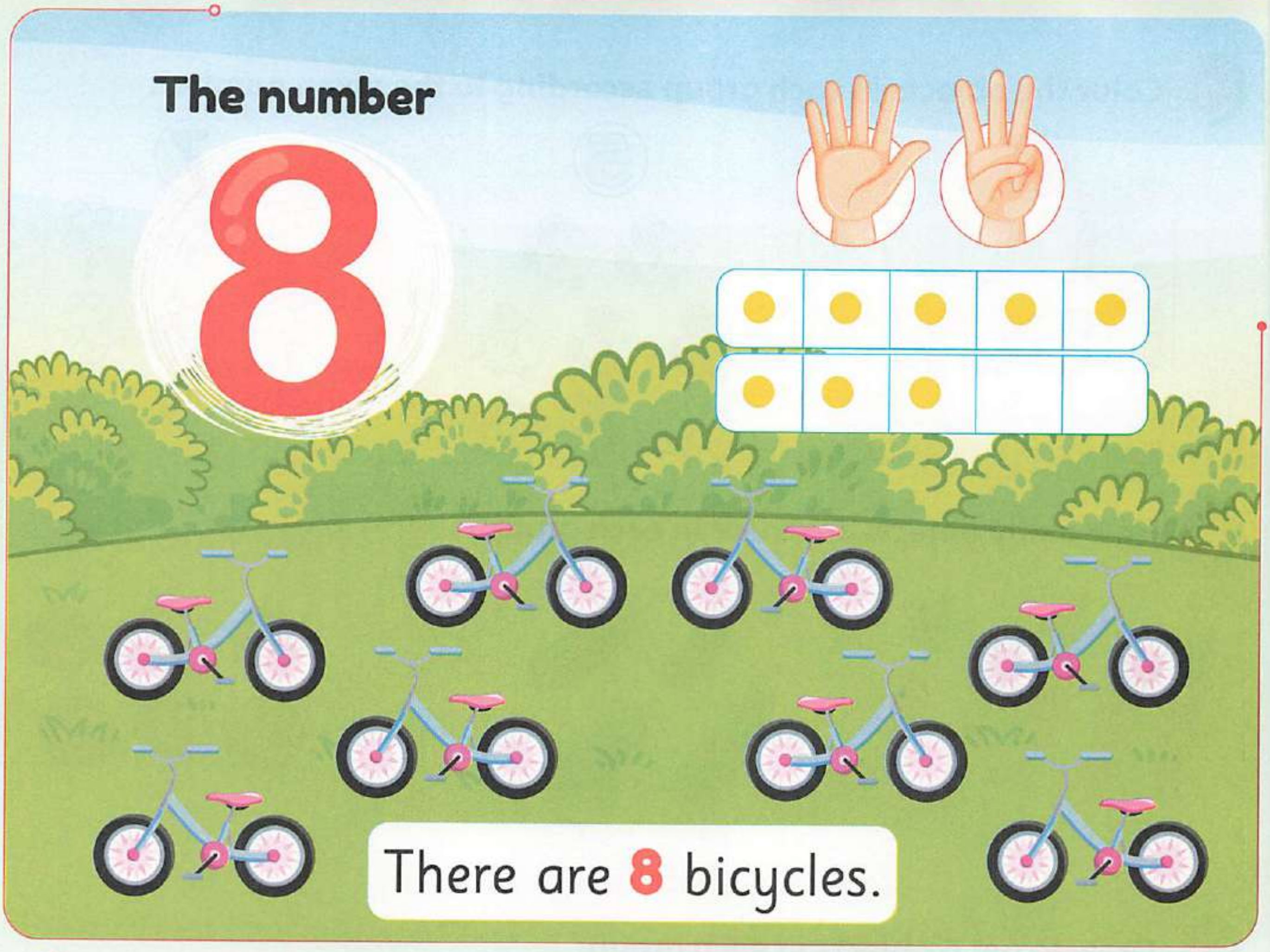
I understand.

Now, I understand well &
can help my classmates.

Lessons
13&14

Counting numbers up to 9

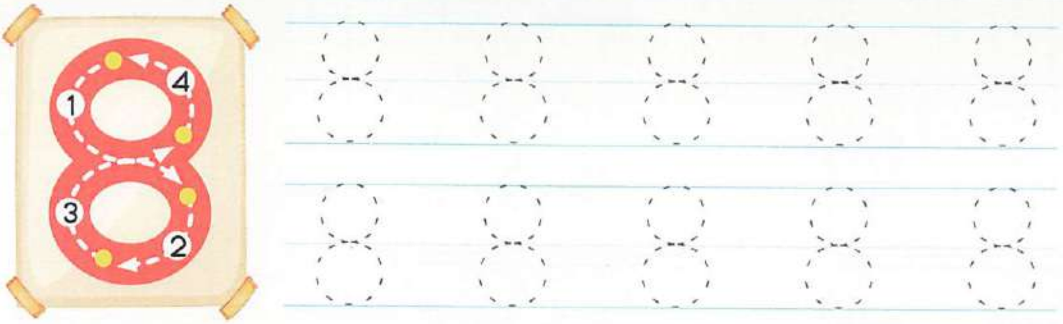
Study



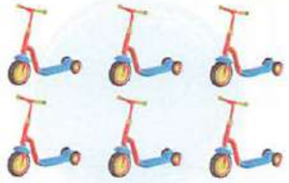
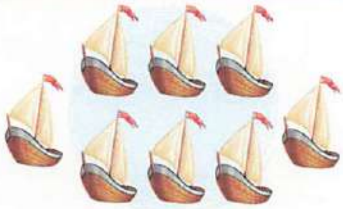
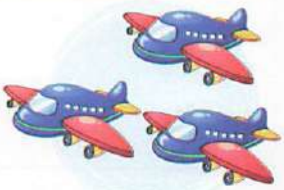
The number 8

There are **8** bicycles.

Trace to write the number 8:



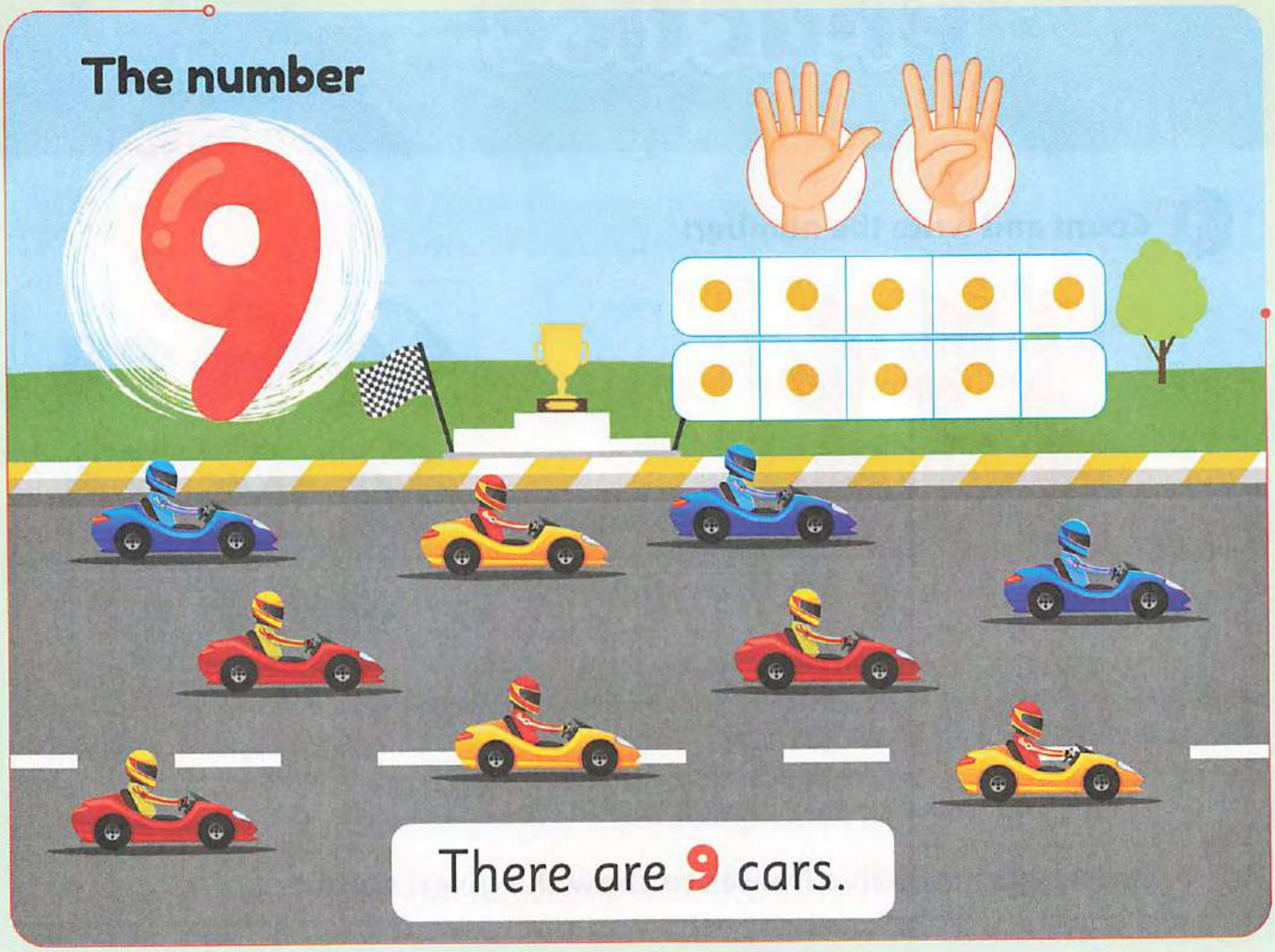
Tick (✓) the group of 8 objects:

( )  ( )  ( ) 

Daily Practice:

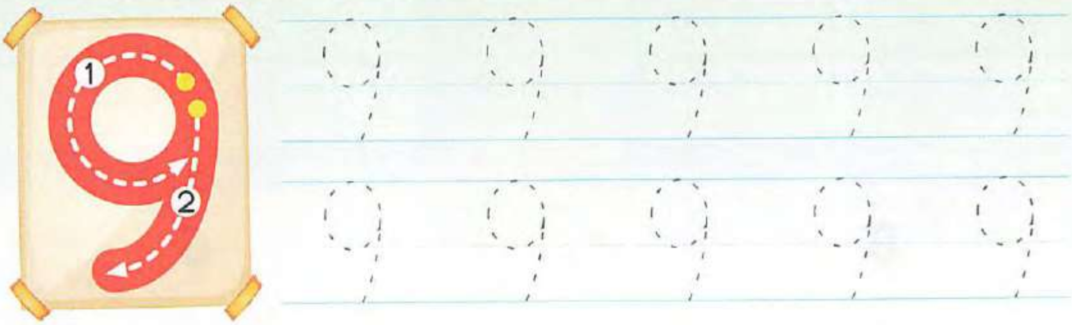
- Ask your child to mention months which have 31 days, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: calendar, day

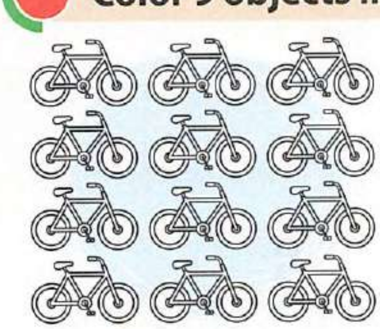


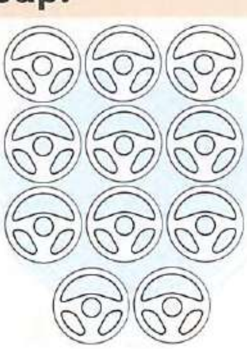
There are 9 cars.

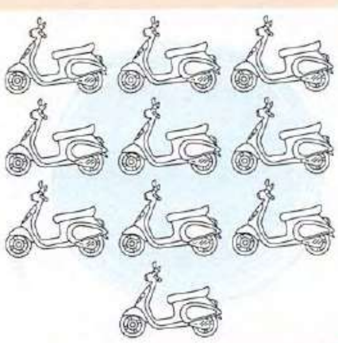
Trace to write the number 9:



Color 9 objects in each group:





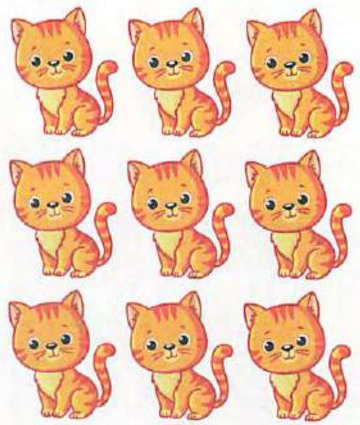


Parents' Tips:

- Encourage your child to write the number 9.

Practice

1 Count and write the number:



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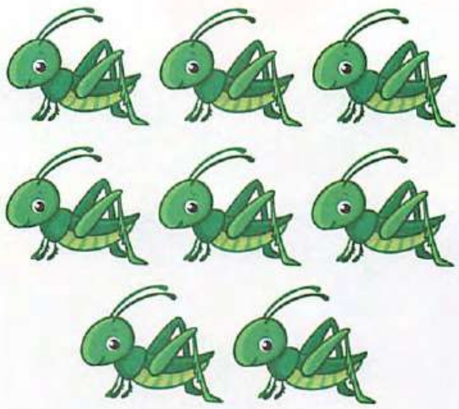


....

2 Draw dots in the five frames to show the given numbers:

8

6

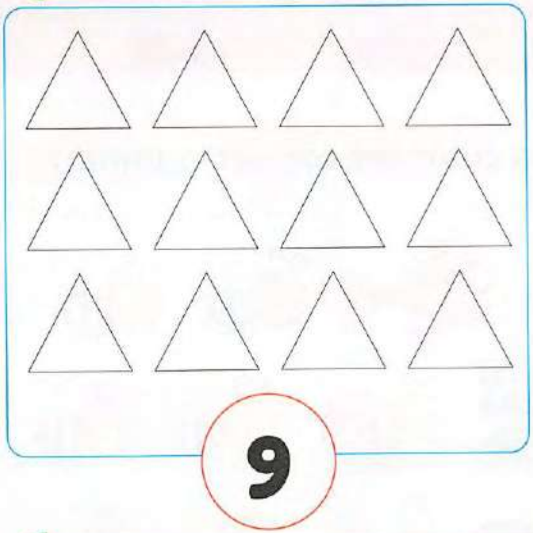
7

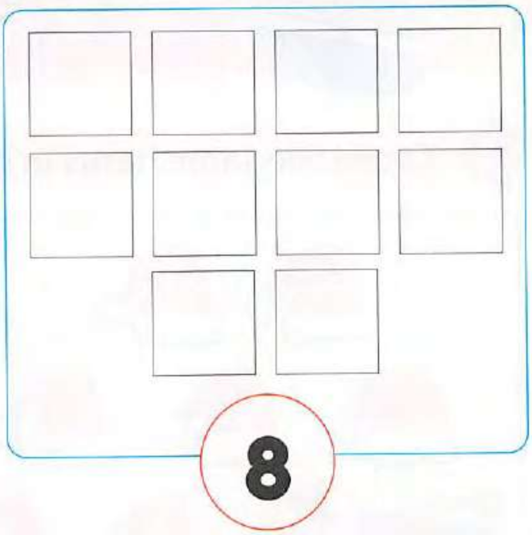
5

Parents' Tips:

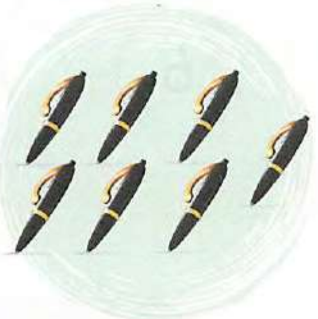
- Help your child count the objects up to 9 by using his/her fingers or cubes game and ask him/her to write the number.

③ Color the objects according to the given number in each group:

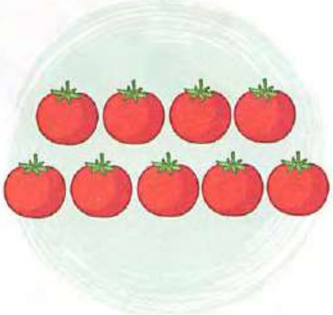




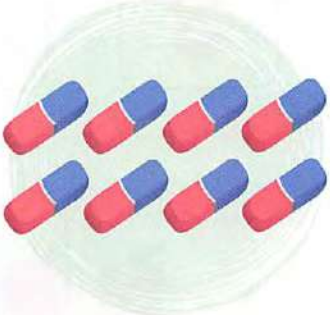
④ Match each picture with the suitable number:



○ ○ 8



○ ○ 7



○ ○ 9

Now I can

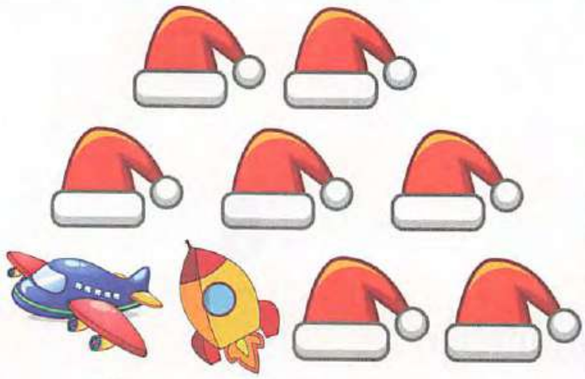
- count numbers up to 9.
- read and write numbers 8 & 9 and represent them using pictures.

Parents' Tips:

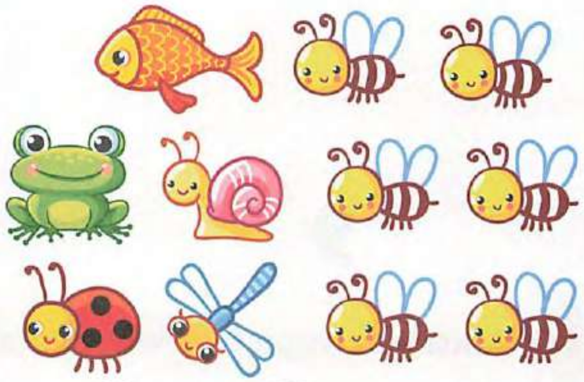
- Help your child count objects up to 9 by using marbles or crayons.

Test Yourself

1 Count the same items in each group, then color the correct number:

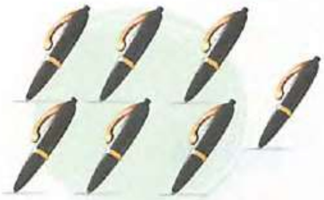


5 6 7



8 6 7

2 Match each picture with the correct number:



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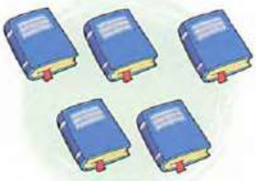

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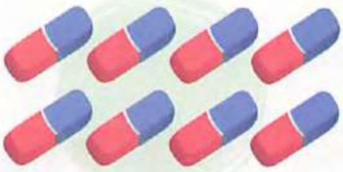
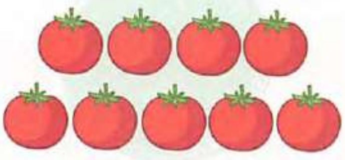


○

5 8 6 9 3 7

○



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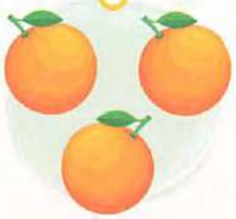

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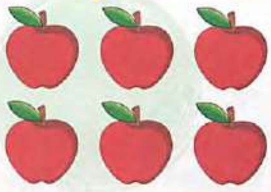


Assess your progress

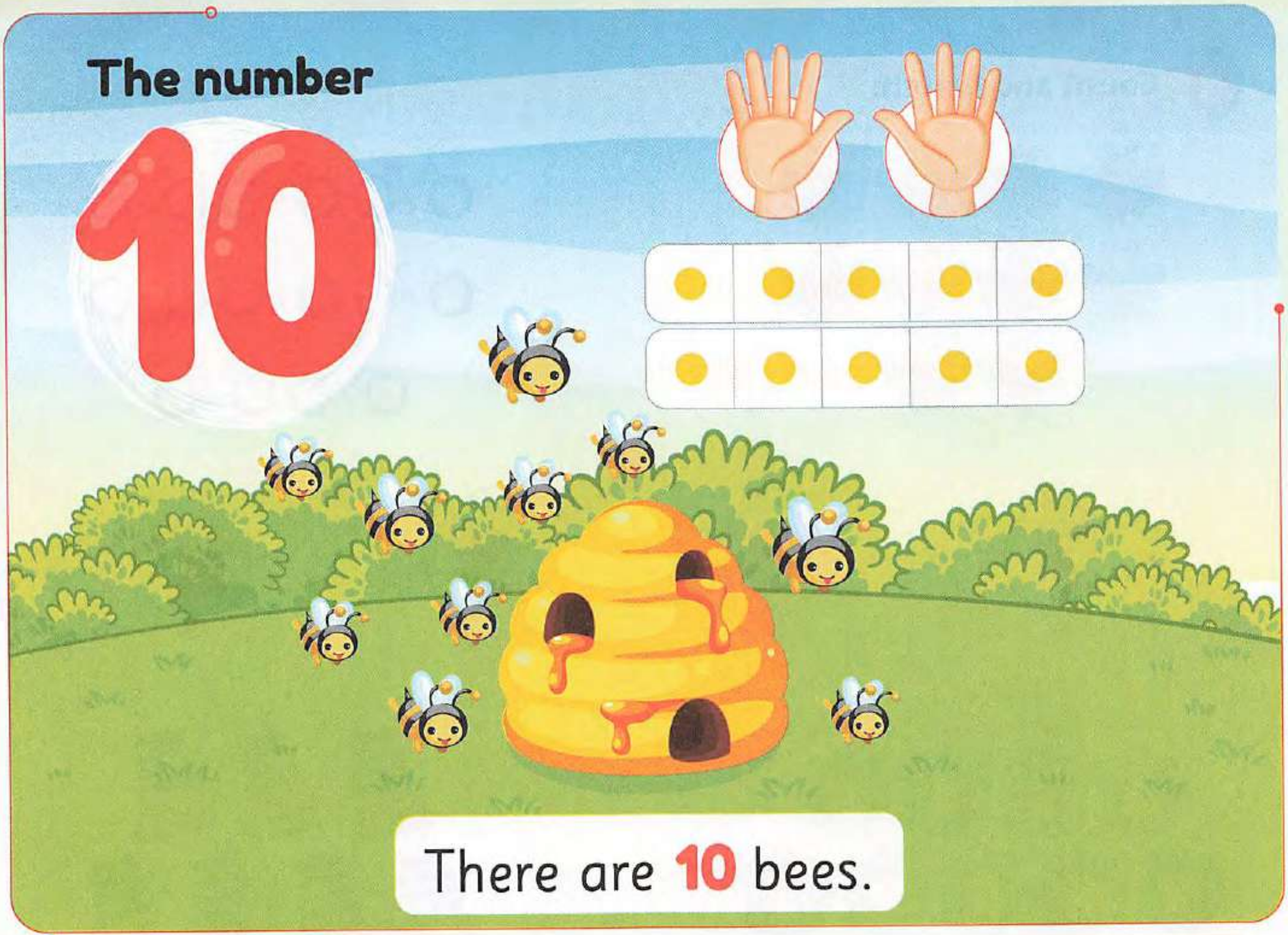
★★★★★

Need help!	I still need a little help!	I need more practice!	I understand.	Now, I understand well & can help my classmates.
○	○	○	○	○

Lessons 15&16

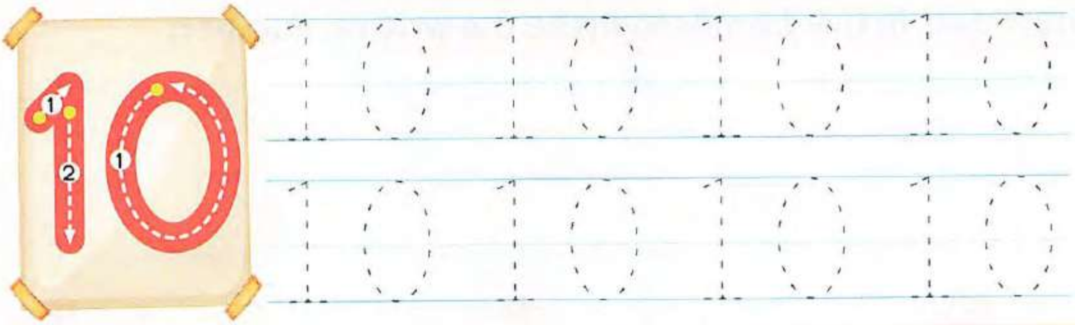
Counting numbers up to 10

Study

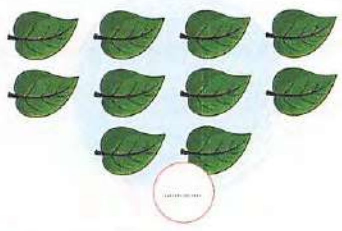


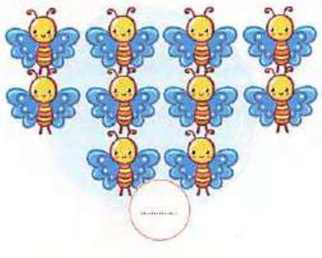
There are **10** bees.

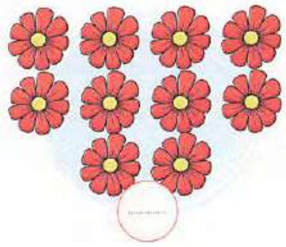
Trace to write the number 10:



Count, then write the number in each group:





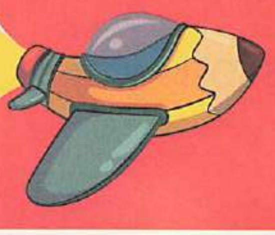


Daily Practice:

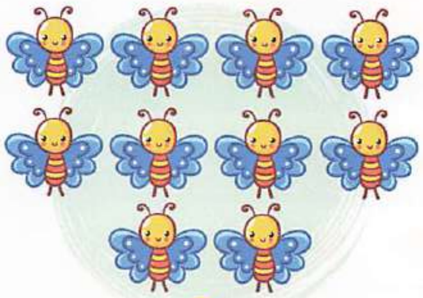
- Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day he/she spent in the school.

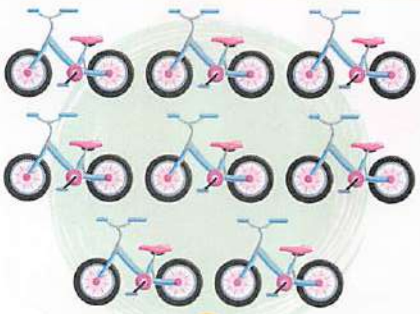
Vocabulary: calendar, day

Practice



① Count and match:



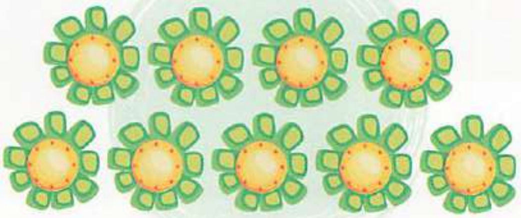


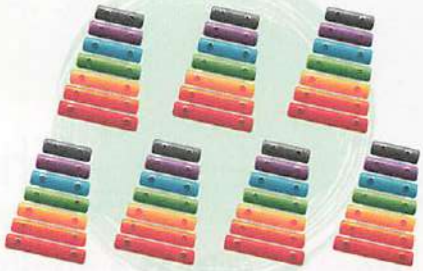
7

8

9

10





② Draw dots in five frames to make the written number:

10

9

8

6

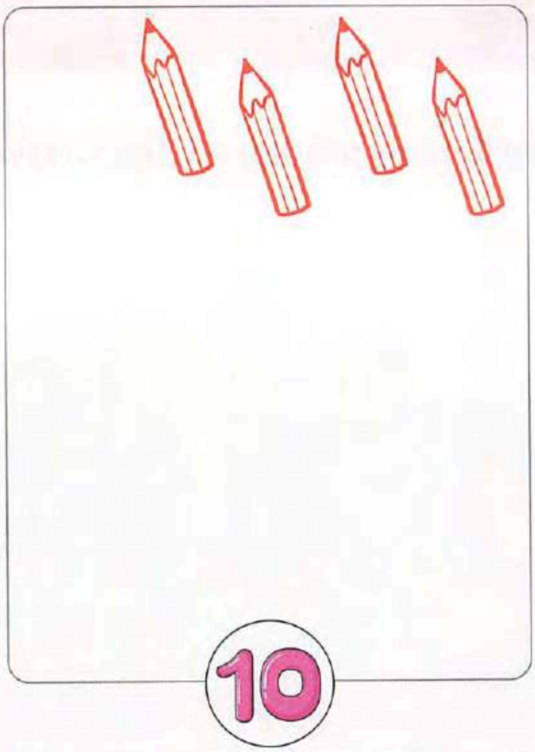
5

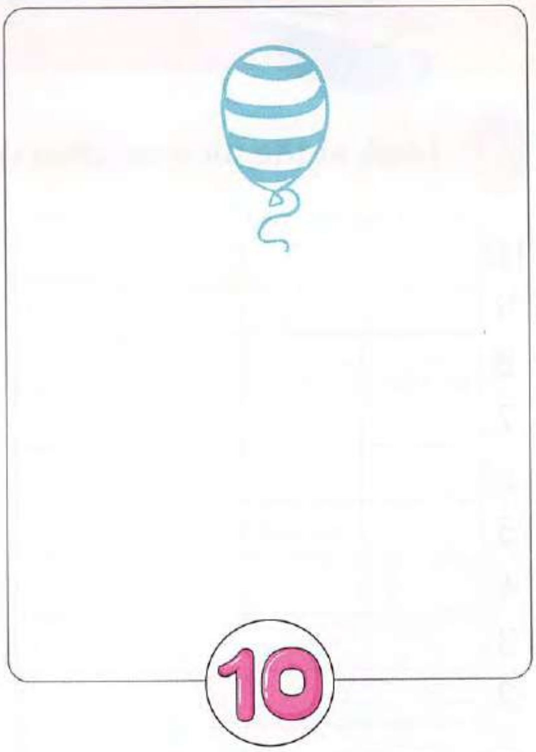
7

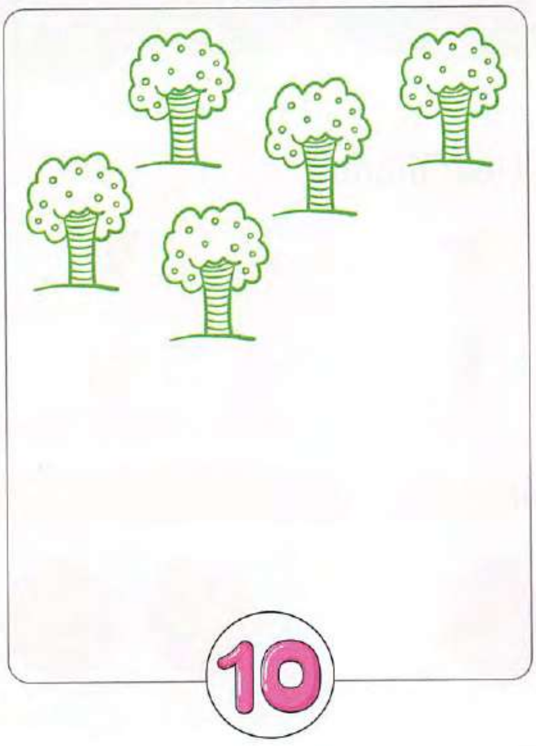
Parents' Tips:

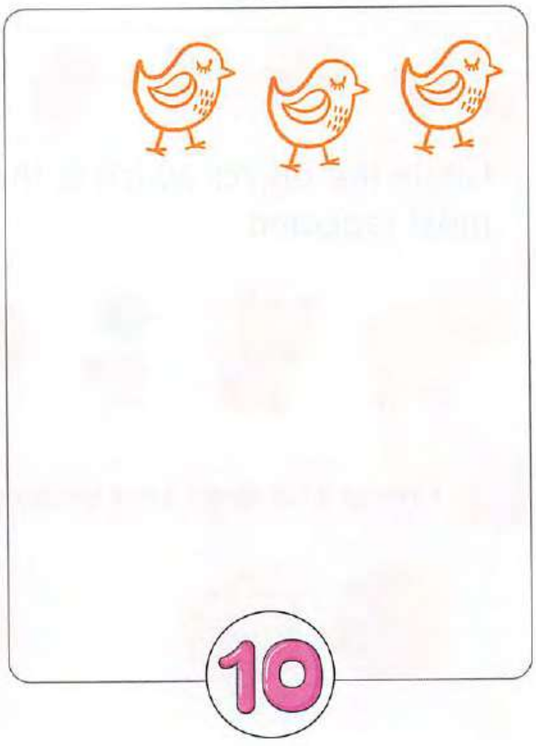
- Guide your child to count some quantities up to 10, then ask him/her to join them with the correct numbers.

③ Draw to make 10:









Now I can

- read and write numbers up to 10.
- represent numbers up to 10 using pictures.

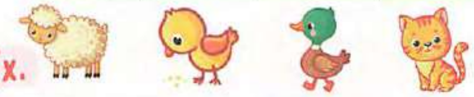
Parents' Tips:

- Help your child draw some objects to reach the number 10.

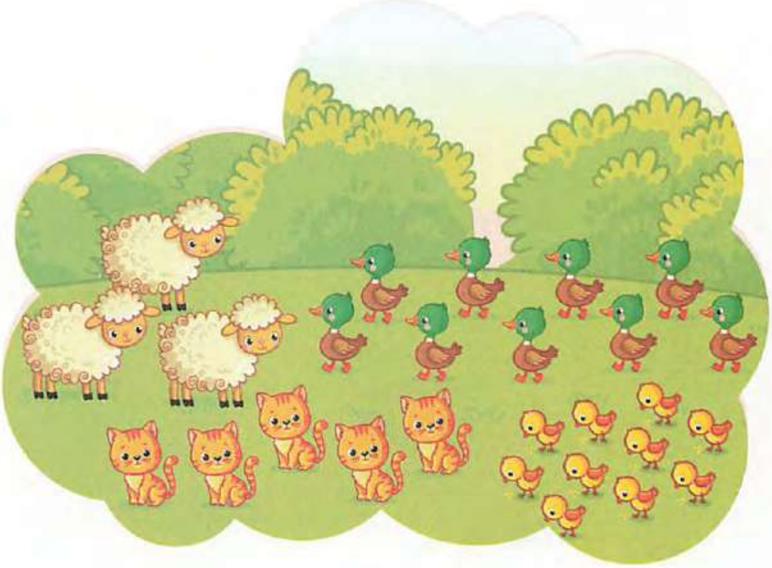
Test Yourself

1 Look at the picture, then represent the data by putting x's, then answer:

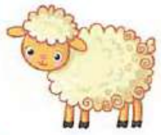
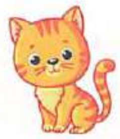
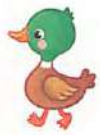
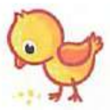
10				
9				
8				
7				
6				
5				
4				
3	X			
2	X			
1	X			



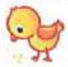
Ex.

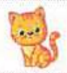


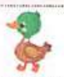
Circle the object which is the most repeated.

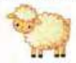





How many?

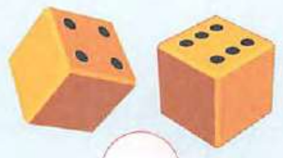
 ....

 ....

 ....

 ....

2 Count the dots and write the number: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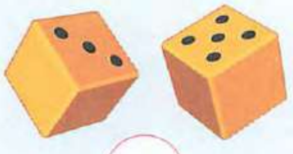
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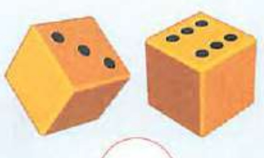
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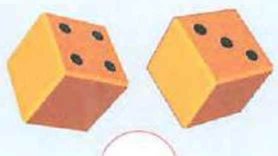
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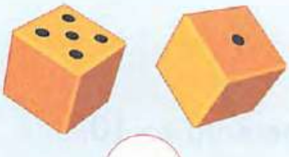
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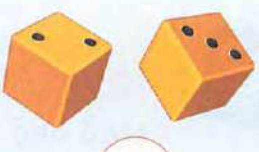
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Assess your progress

★★★★★

Need help!

I still need a little help!

I need more practice!

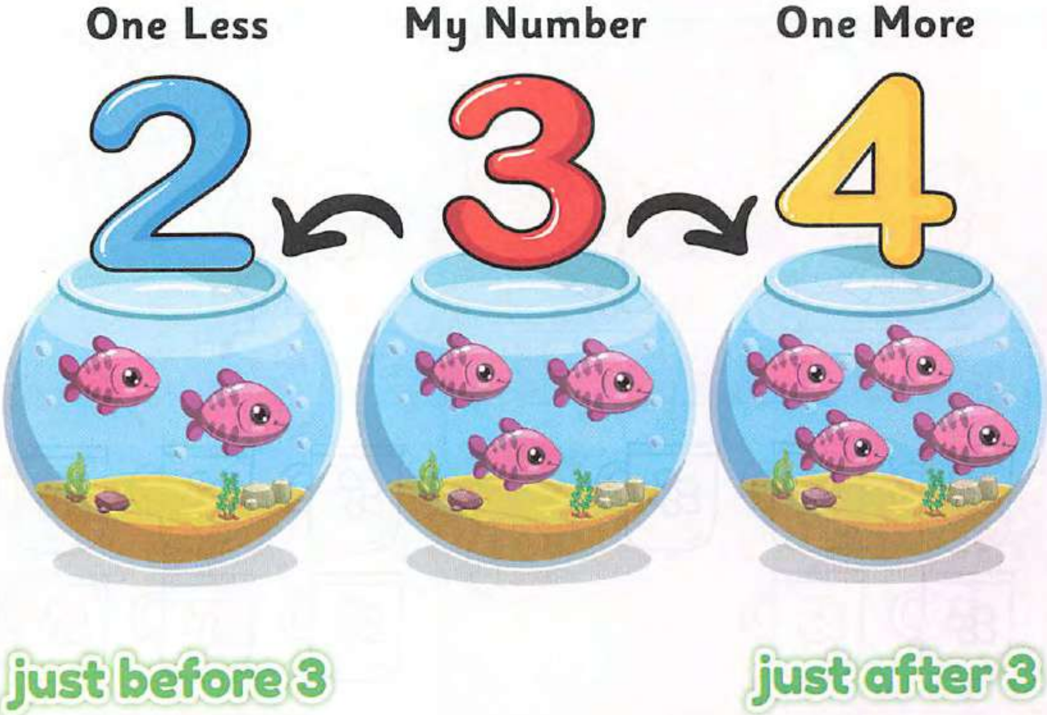
I understand.

Now, I understand well & can help my classmates.

Lessons 17&18

1 less and 1 more

Study


One Less
My Number
One More
2
3
4
just before 3
just after 3

---

2 is 1 less than **3** and comes just before it.

4 is 1 more than **3** and comes just after it.

Daily Practice:

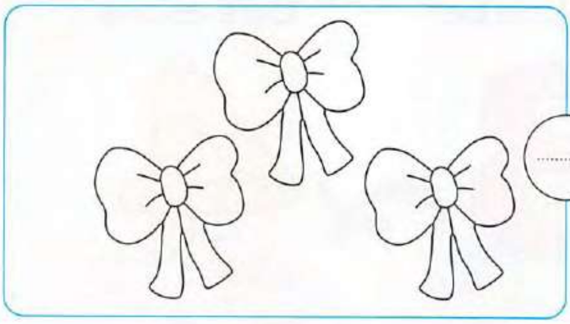
- Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: one less, one more, comes just after, comes just before

Practice

1 Count and write the number, then color the group that has 1 less than the given number in each row:

4



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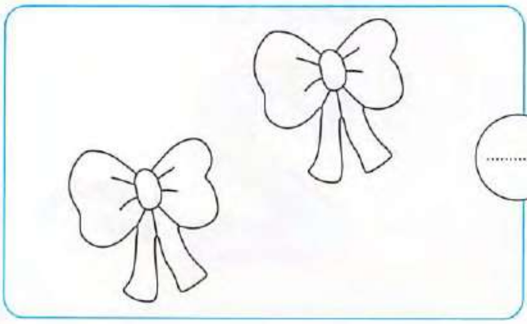

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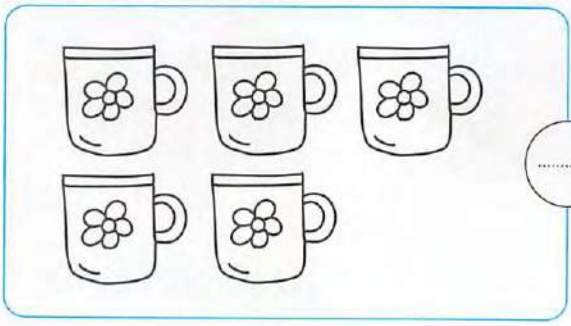
6



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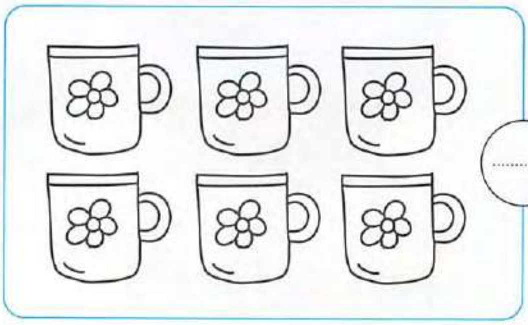
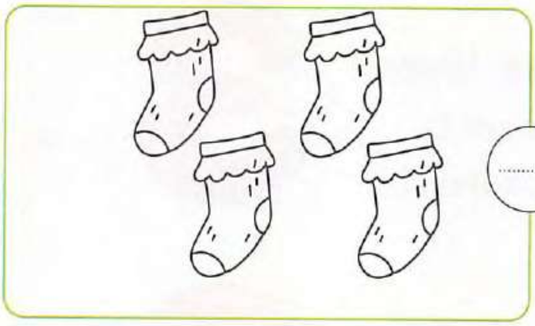


....

2 Count, then color the group that has 1 more than the given number in each row:

3



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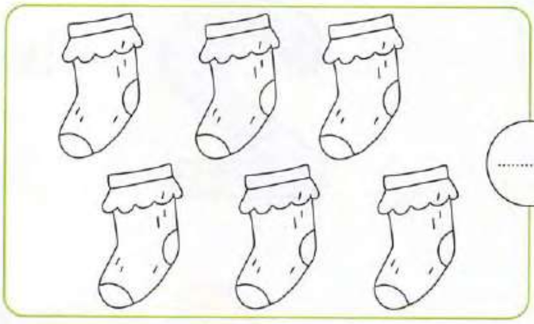

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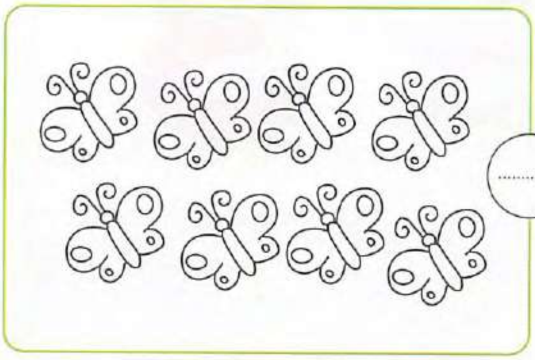

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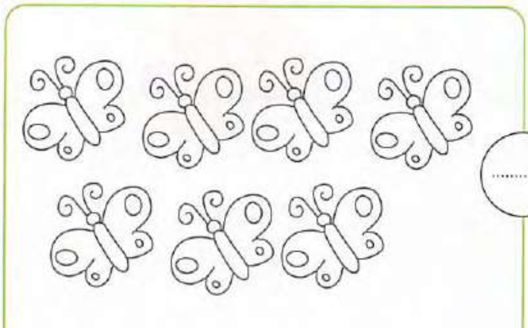


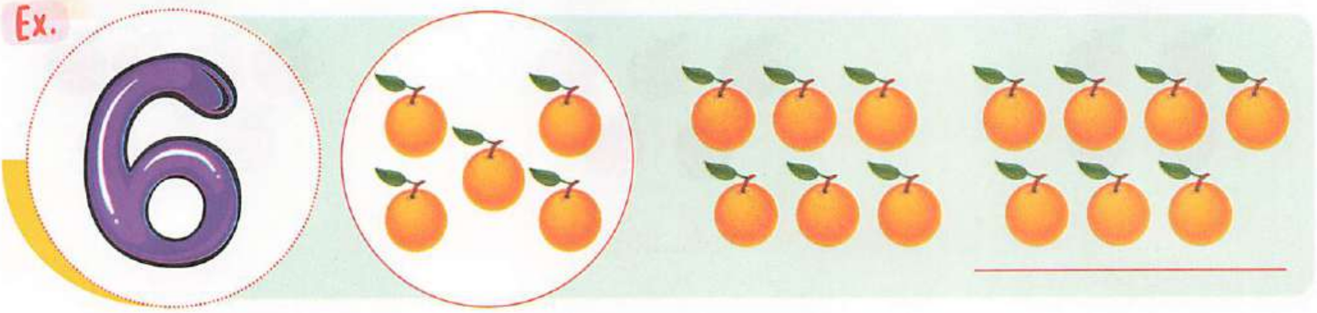
....

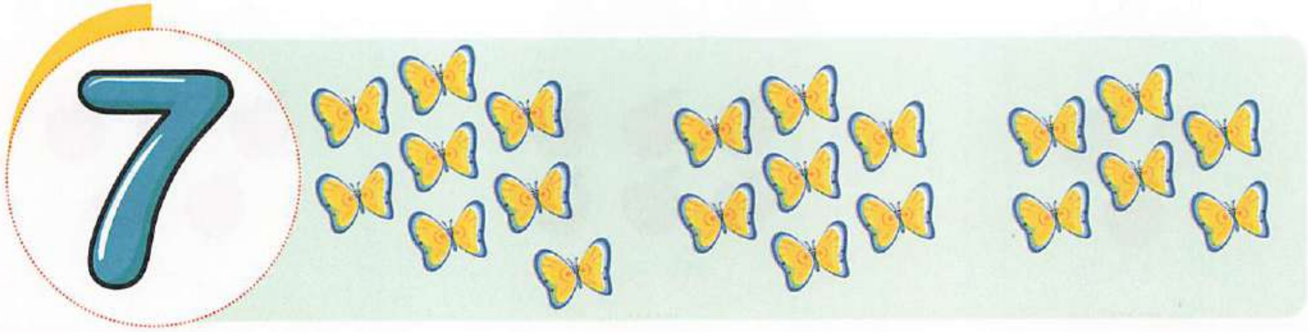
Parents' Tips:

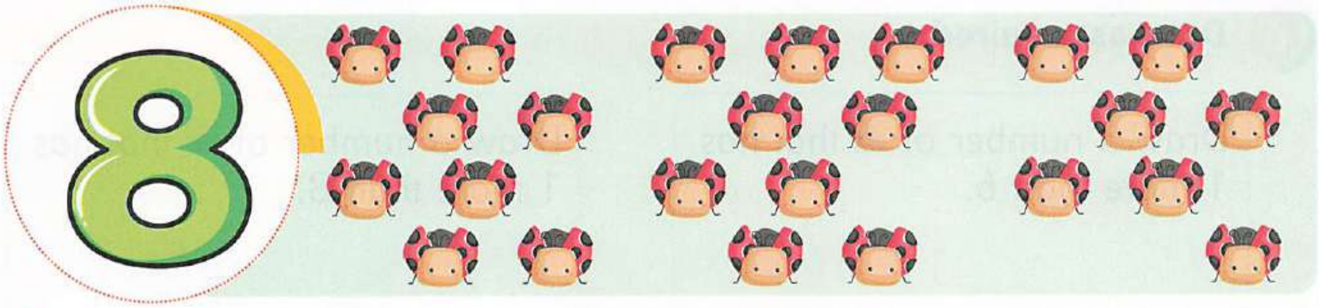
- Help your child find 1 less and 1 more than a given number, by using a set of cards that have the numbers from 1 up to 5.

③ Circle the picture that is one less and underline the picture that is one more in each row:

Ex.

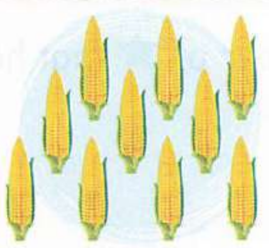


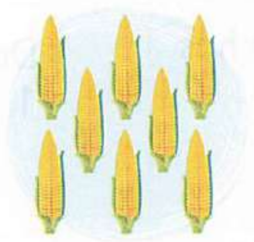


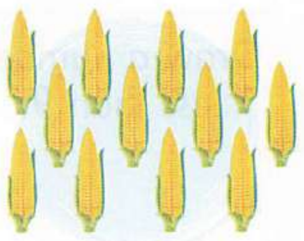


④ Circle the group:

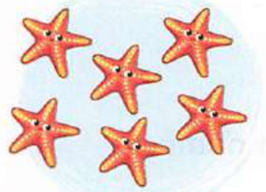
That is 1 less than 9

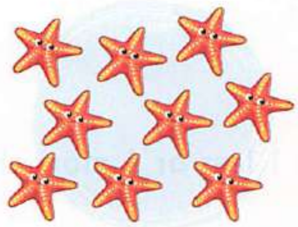


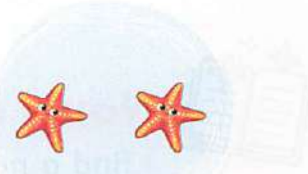




That is 1 more than 5



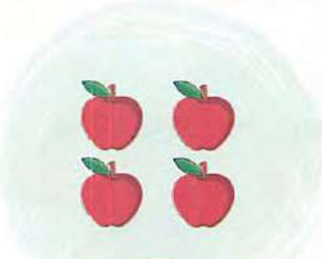




Parents' Tips:

- Help your child recognize the number that is 1 less and 1 more than a given number by using a set of cards that have numbers from 6 up to 9.

5 Count, then join to get 10:



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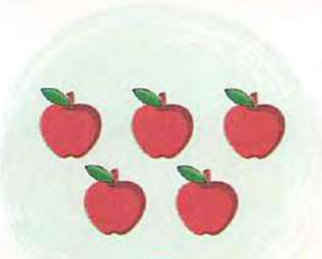

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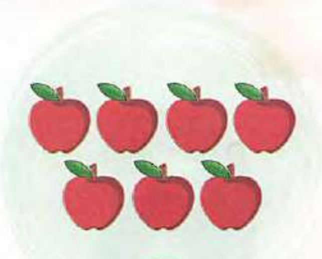

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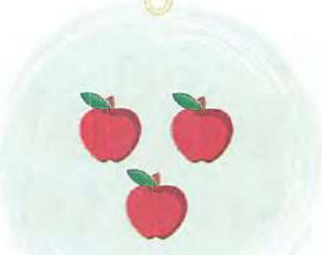
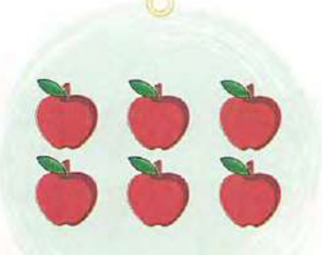


……



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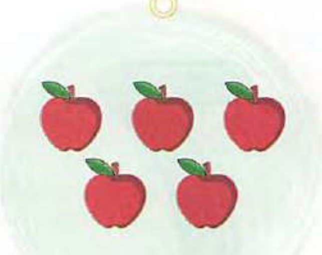


……

6 Draw as required:

Draw a number of ▲ that has 1 more than 6.

Draw a number of 🟩 that has 1 more than 8.

Draw a number of ● that has 1 less than 9.

Draw a number of ★ that has 1 less than 4.

Now I can

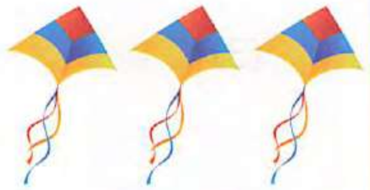
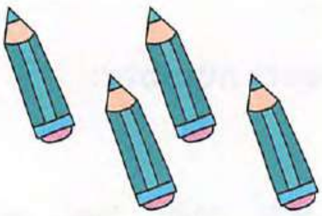
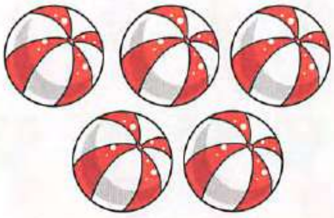
- find a number that is 1 less or 1 more than a given number.

Parents' Tips:

- Let your child know how to find a number comes just after or just before a given number from 1 to 9.

Test Yourself

① Draw objects in each row that are 1 less and 1 more than the given number:

Just before 1 less	Objects	Just after 1 more
		
		
		

② Complete:

Before After
...... 8 ......

Before After
...... 5 ......

Before After
...... 9 ......

Before After
...... 3 ......

Before After
...... 7 ......

Before After
...... 1 ......

Before After
...... 6 ......

Before After
...... 4 ......

Before After
...... 2 ......

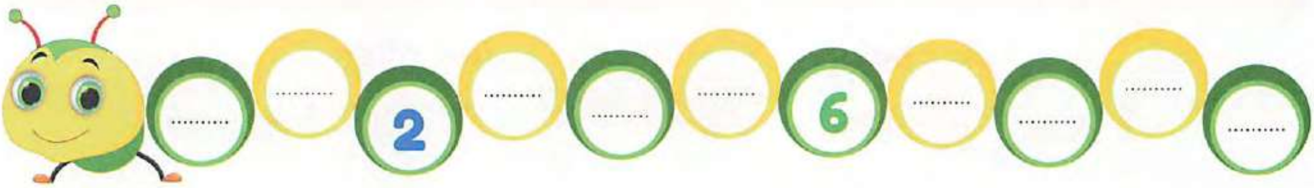
Assess your progress
★★★★★

○ Need help!
○ I still need a little help!
○ I need more practice!
○ I understand.
○ Now, I understand well & can help my classmates.

General Practice

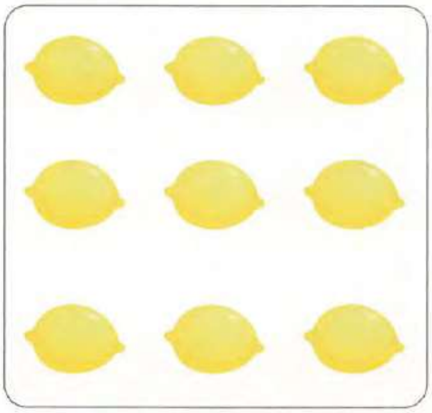
Chapter 2

① Complete the missing numbers, then color according to the given key:

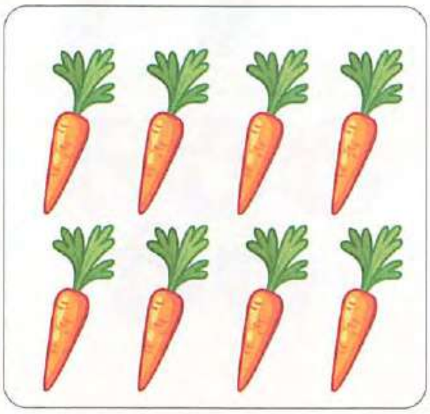


(1) 🟥	(2) 🟦	(3) 🟨	(4) 🟫	(5) 🩷
(6) 🟩	(7) 🩶	(8) 🩵	(9) 🟧	(10) 🟪

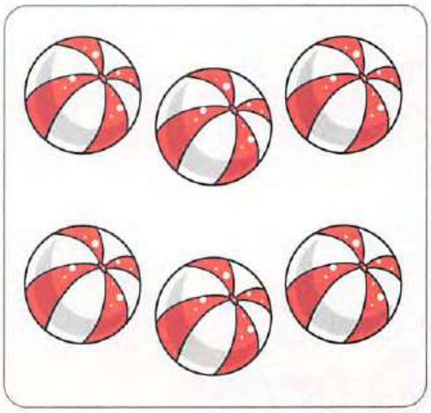
② Count and circle the correct number:



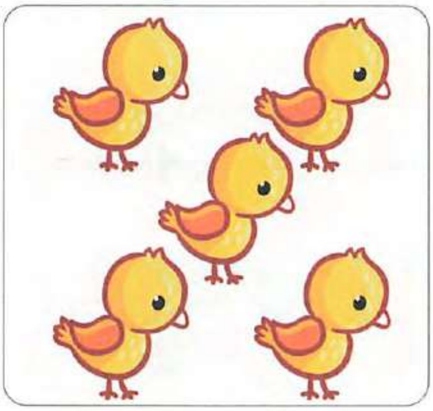
7 9 6 8



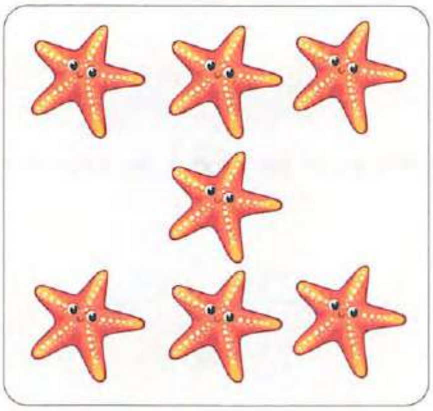
6 8 7 9



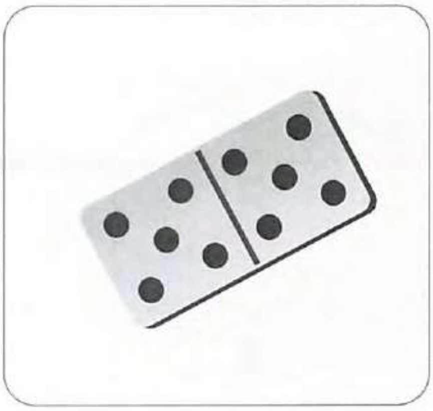
7 6 3 2



7 6 5 4

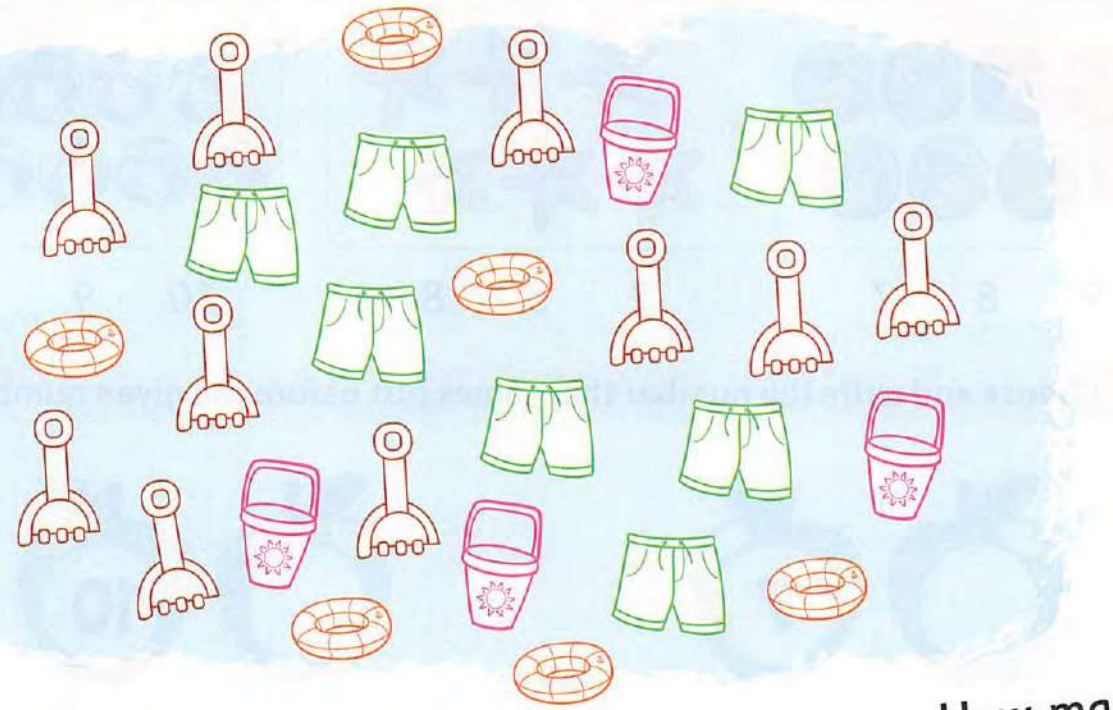


7 4 6 3

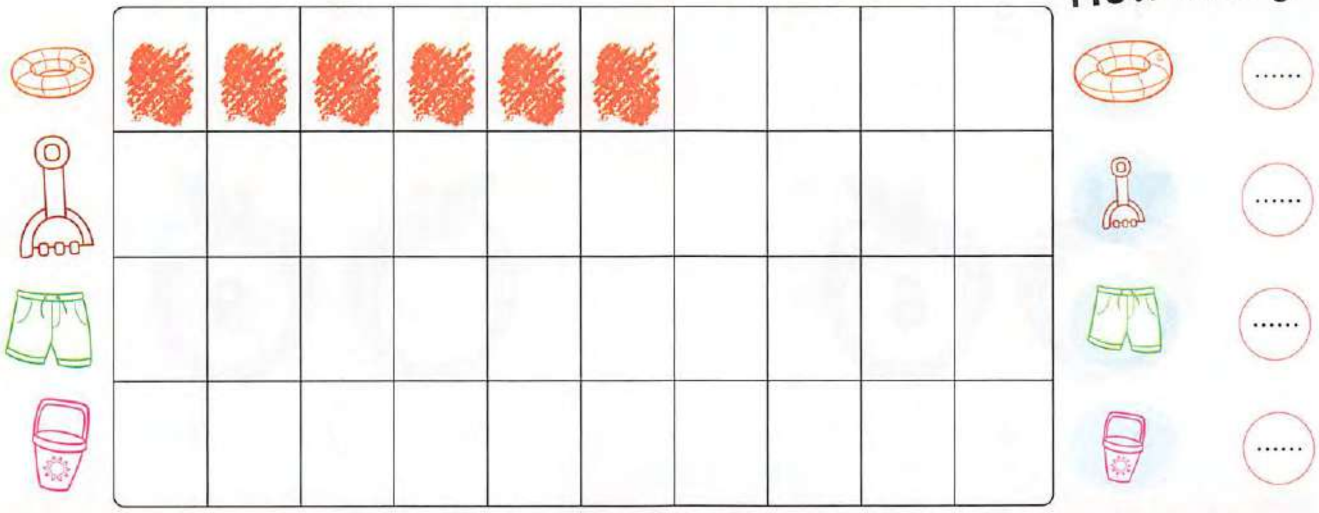


7 8 10 9

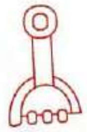
3 Color the boxes to show how many objects are there:

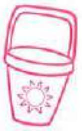


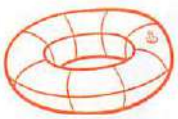
How many?

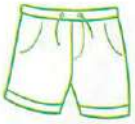


Circle the most repeated object:









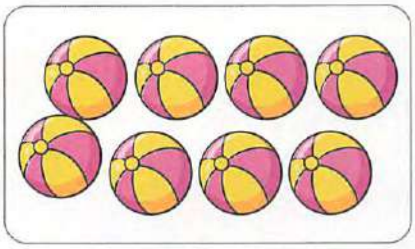
4 Draw dots in the five frames to get 1 more than the given number:

8

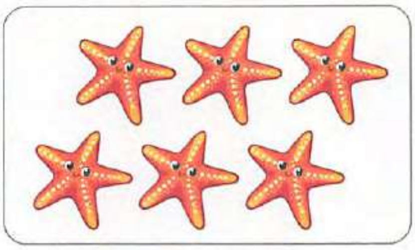
6

9

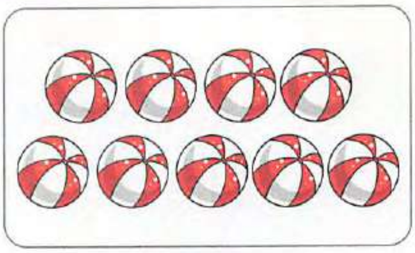
⑤ **Color the number which is 1 less than the number of objects in each group:**



9 8 7

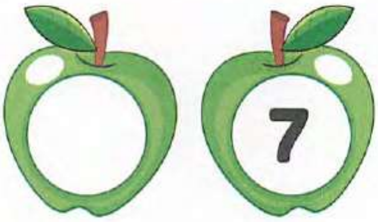


7 5 8

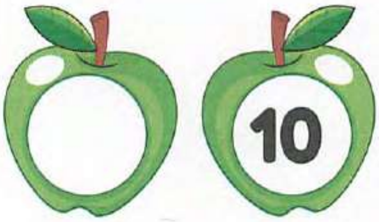


10 9 8

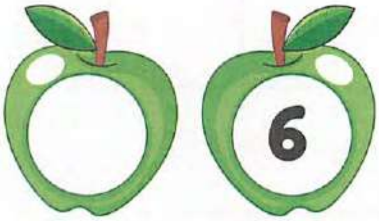
⑥ **Choose and write the number that comes just before the given number:**



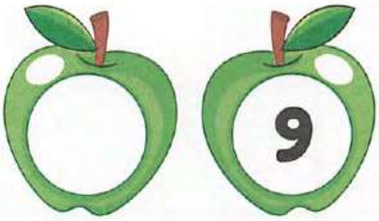
⑨ ⑥ ⑧



⓪ ⑧ ⑨

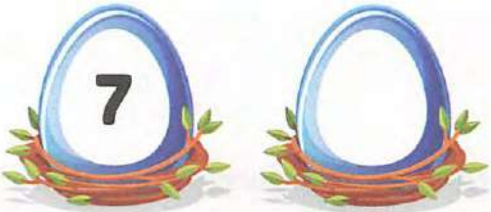


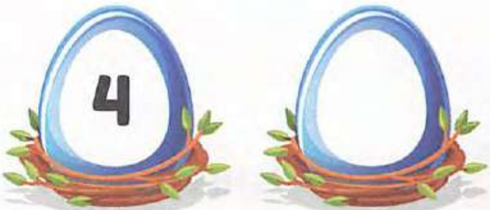
⑤ ④ ⑦

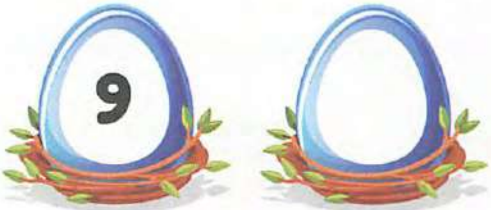


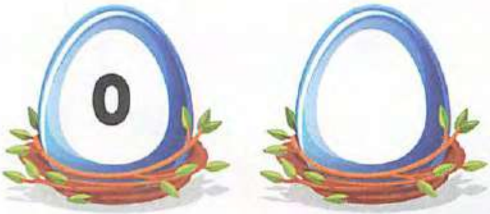
⑥ ⑦ ⑧

⑦ **Write the number that comes just after the given number:**

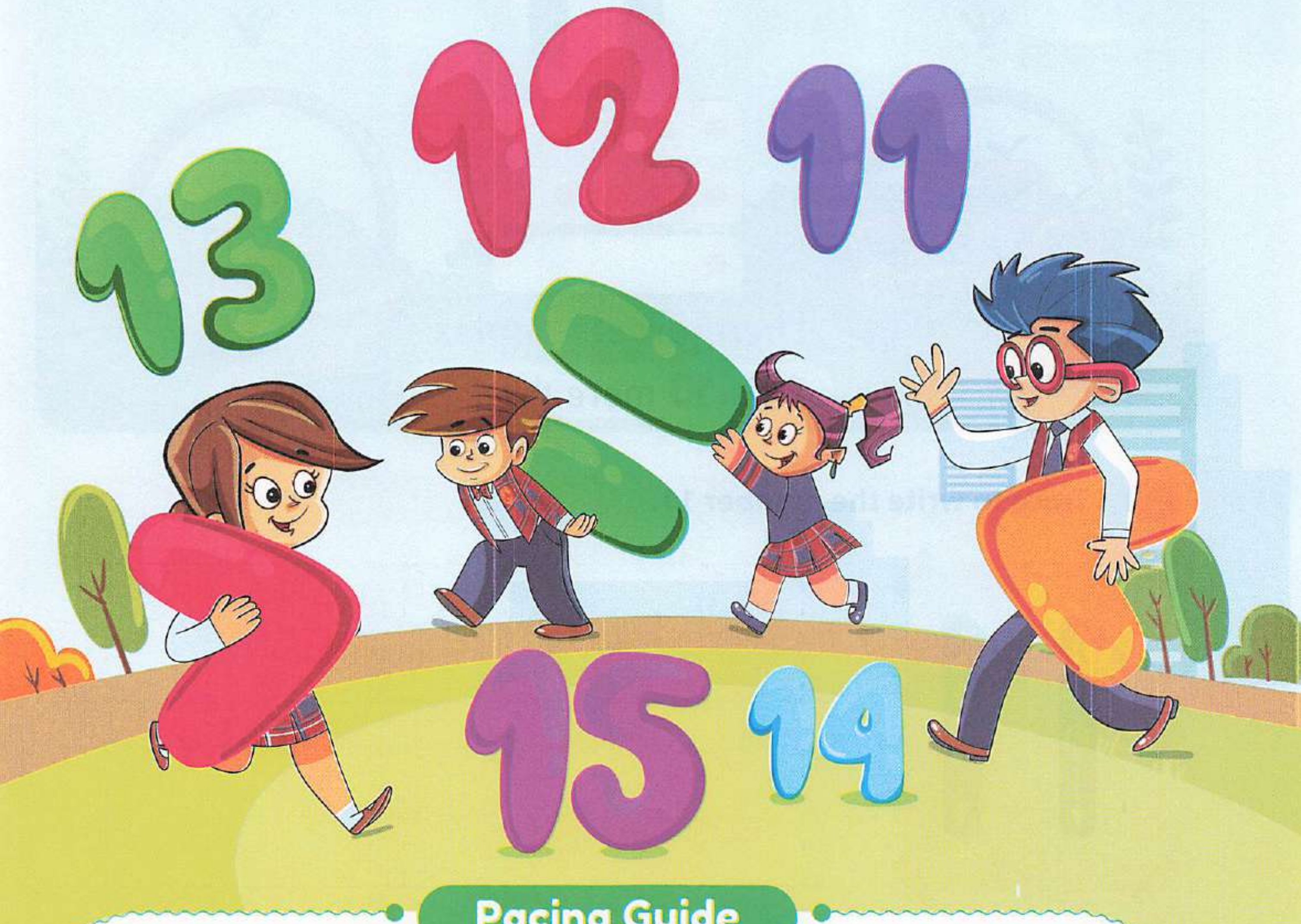








Chapter 3



Pacing Guide

Lesson: (19) Numbers 11, 12 and 13

Outcomes:

- Read and write numbers 11, 12 and 13.
- Count up to 13.
- Represent numbers 13, 14 and 15 using pictures.

Lesson: (20) Comparing numbers using (greater than, less than, and equal to)

Outcomes:

- Recognize the terms of greater than, less than and equal to.

Lessons: (21&22) Numbers 14 and 15

Outcomes:

- Read and write numbers 14 and 15.
- Count up to 15.
- Use terms: greater than, less than, and equal to.

Lessons: (23&24) Comparing numbers using symbols (< , > , =)

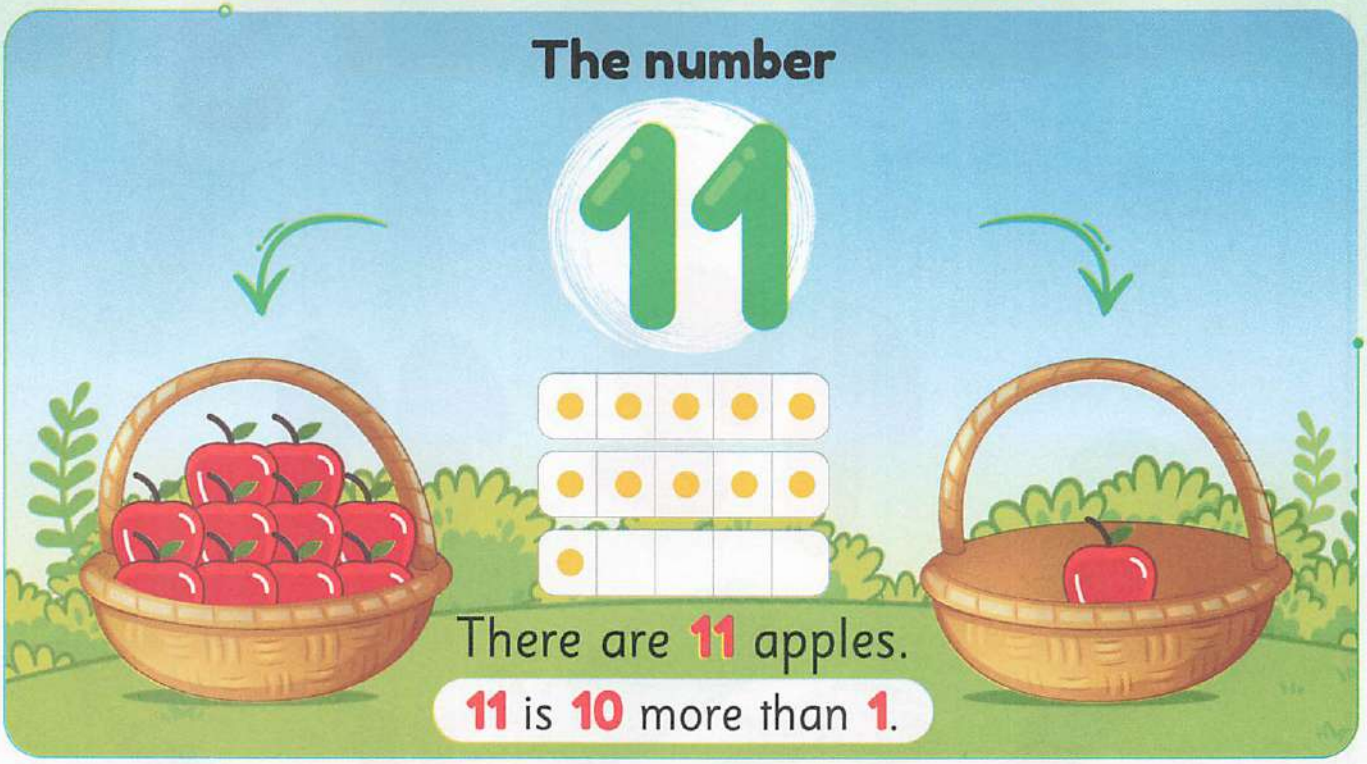
Outcomes:

- Count from (0 - 15).
- Compare numbers using the symbols (< , > and =).

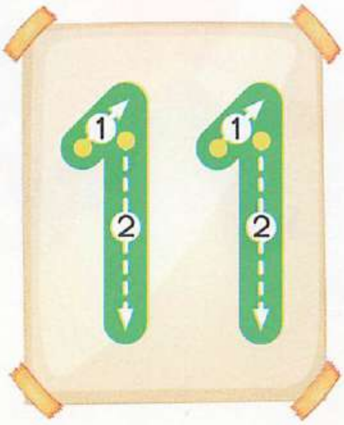
Lesson 19

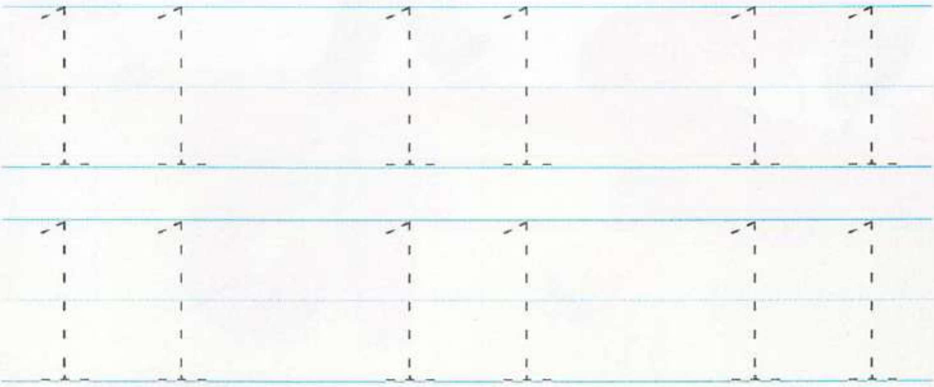
Numbers 11, 12 and 13

Study

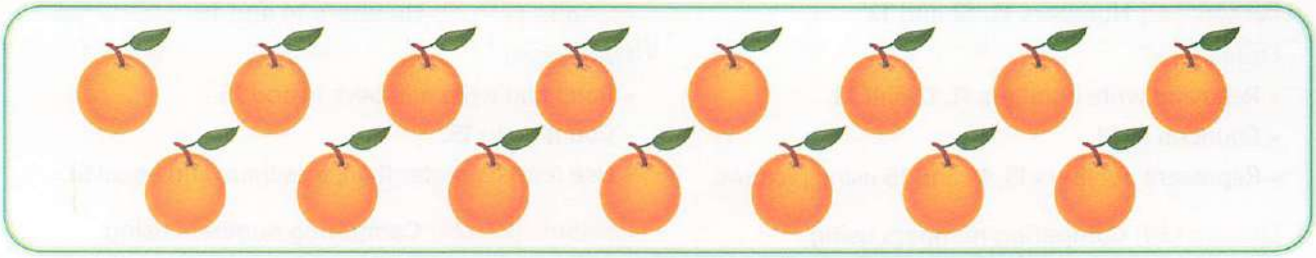

The number
11
There are 11 apples.
11 is 10 more than 1.

Trace to write the number 11:





Circle 11 🍊:

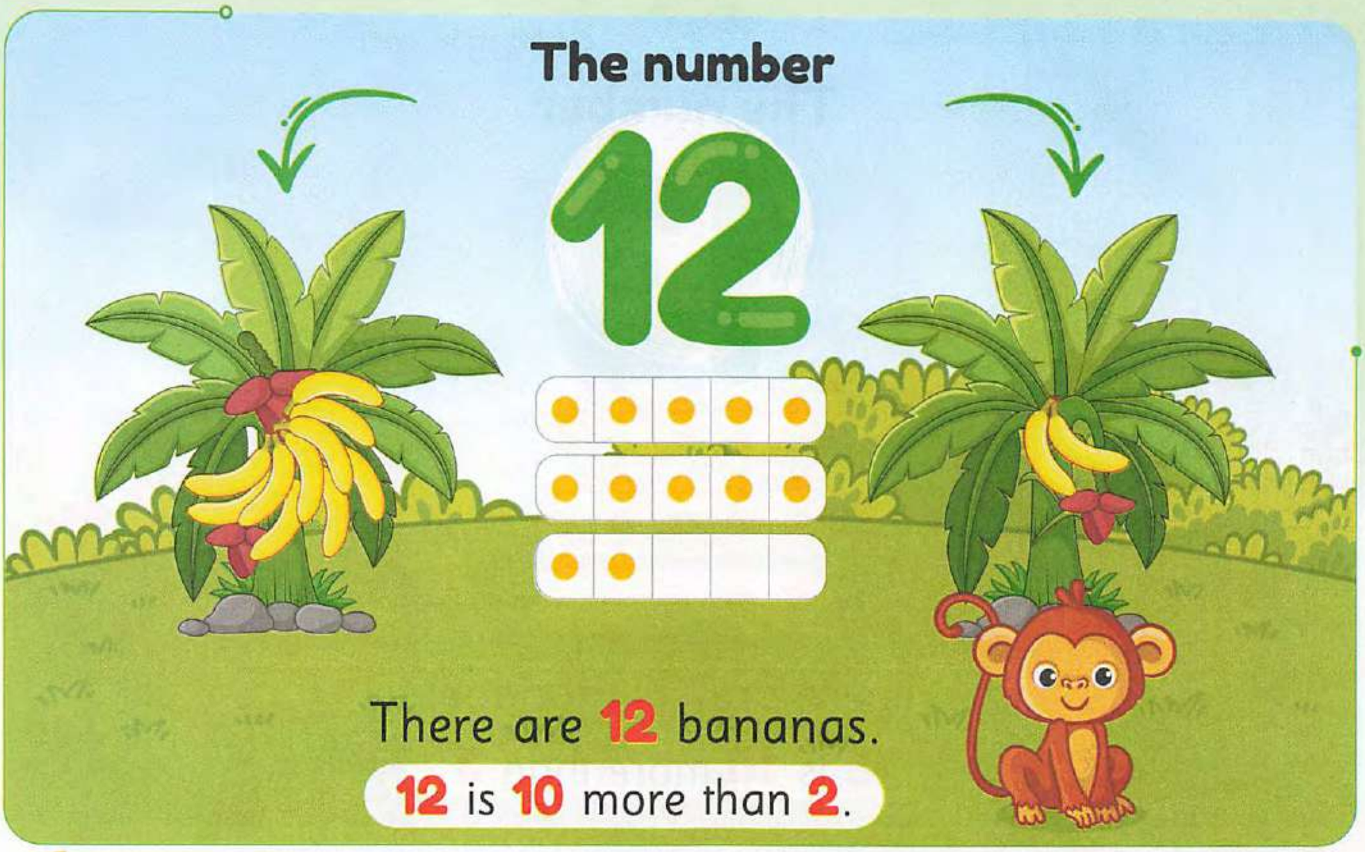


Daily Practice:

- Ask your child to tell you the months in order, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: calendar, day

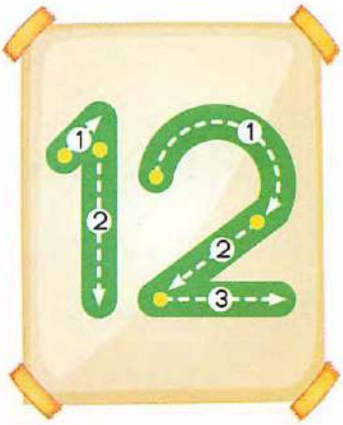
The number 12

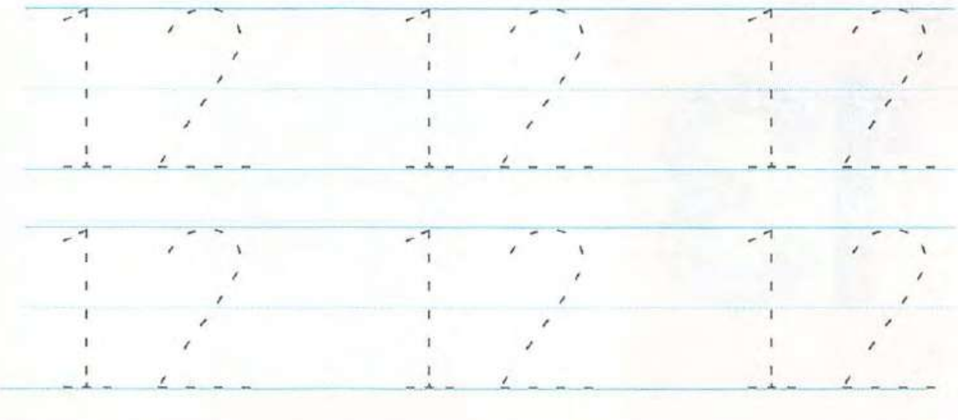


There are **12** bananas.

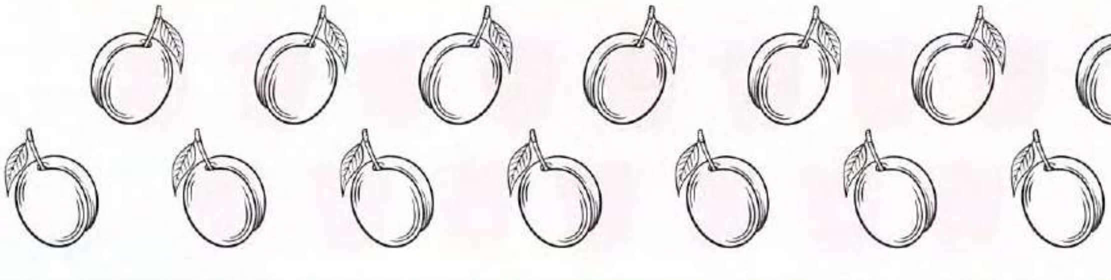
12 is **10** more than **2**.

Trace to write the number 12:





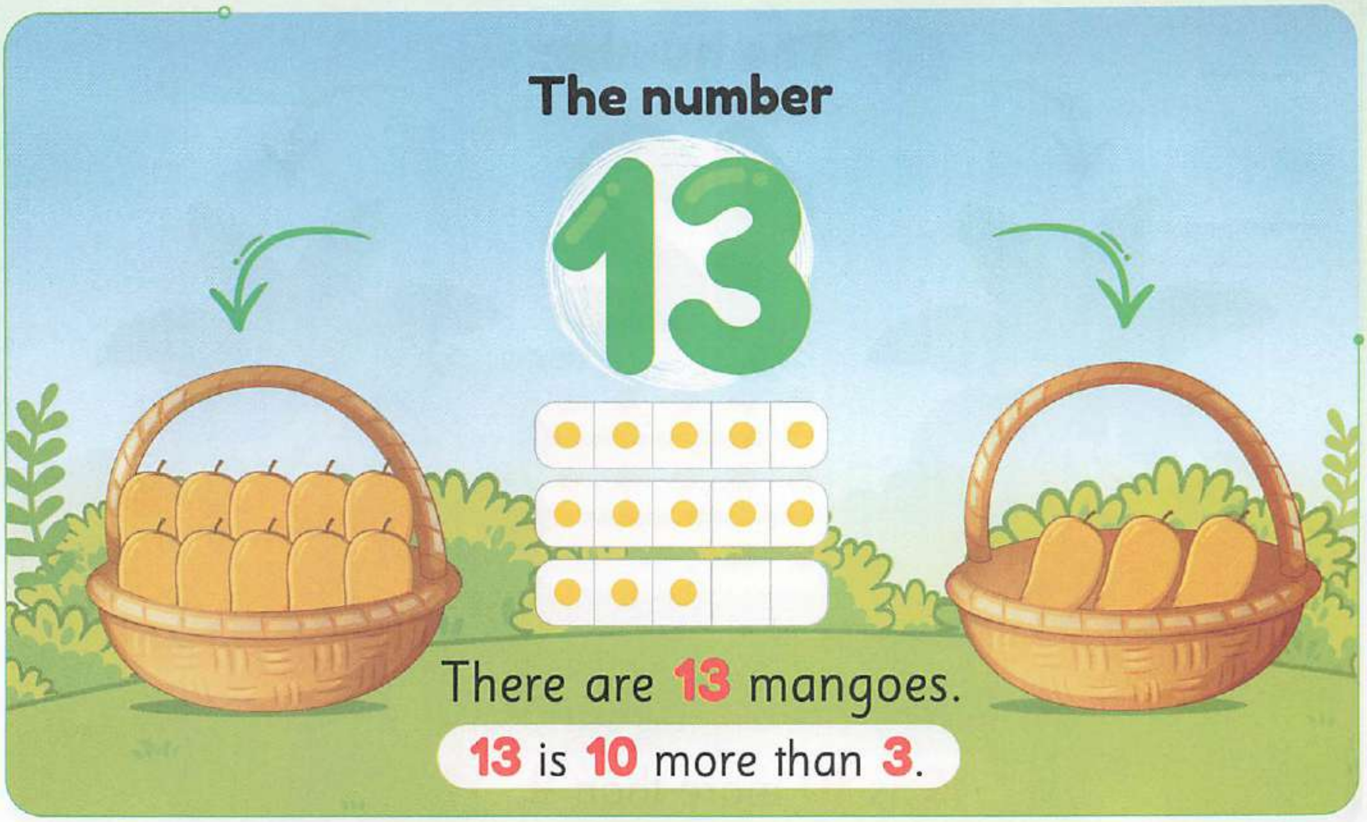
Color 12 ○ :



Parents' Tips:

- Help your child trace the points and write the number 12.
- Help your child represent the number 12 using his/her toys, marbles or balloons.

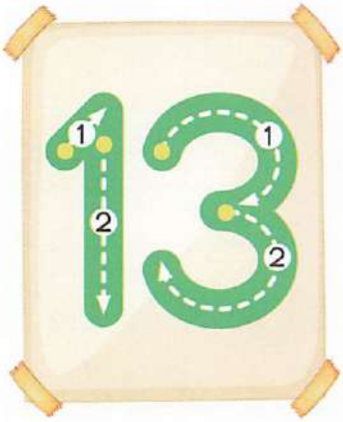
The number 13

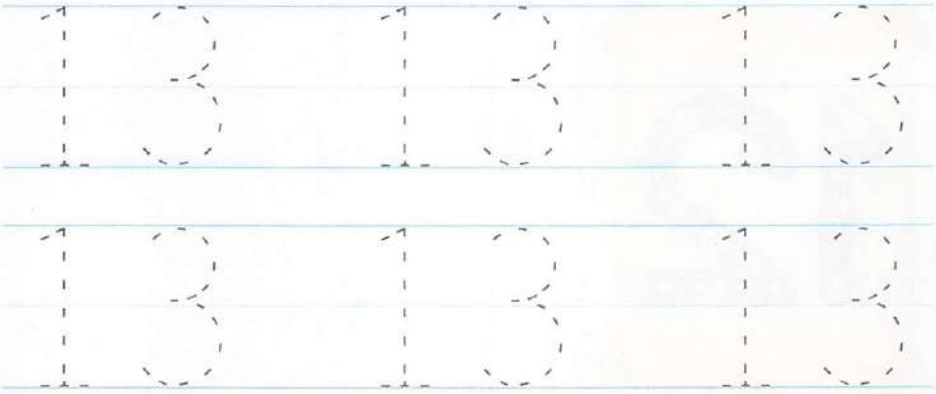


There are 13 mangoes.

13 is 10 more than 3.

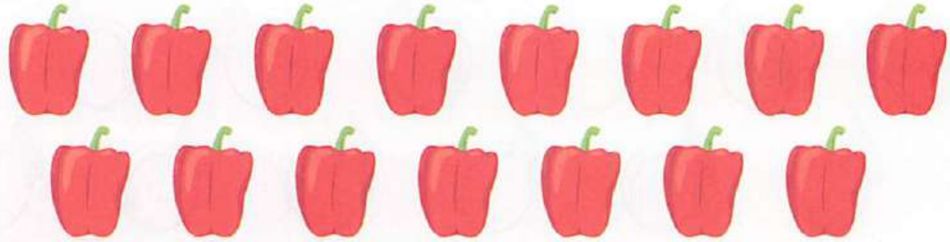
Trace to write the number 13:





Cross out 13 🫑:

(Cross out means ✗)

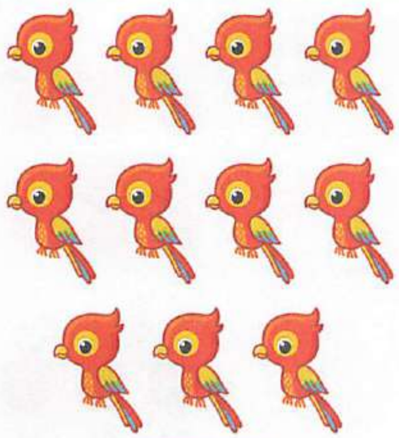


Parents' Tips:

- Help your child recognize the number 13 by using the cubes game and let him/her write the number a few times.

Practice

1 Count and write the number of objects in each card:



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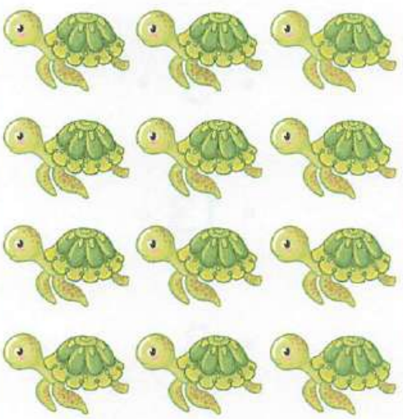

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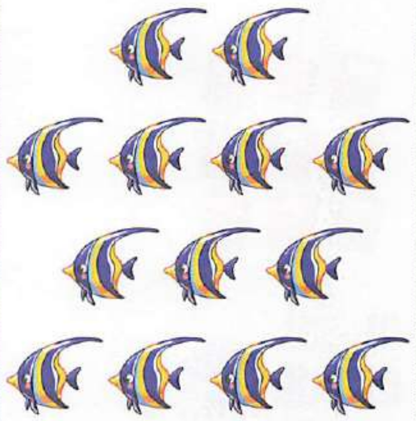
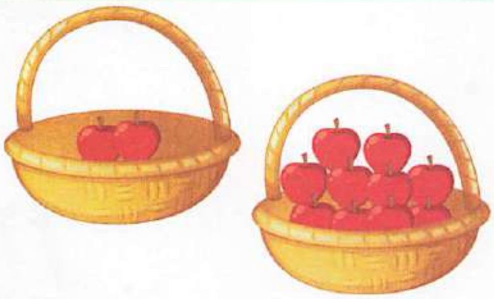
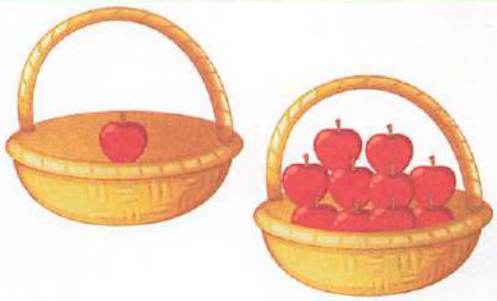


....

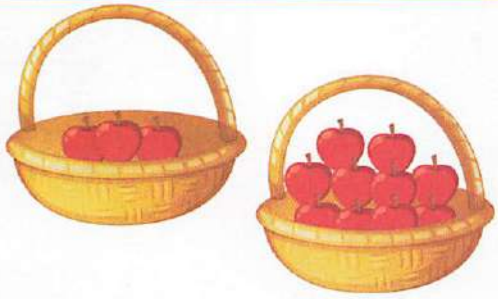
2 Count apples and color the correct number:



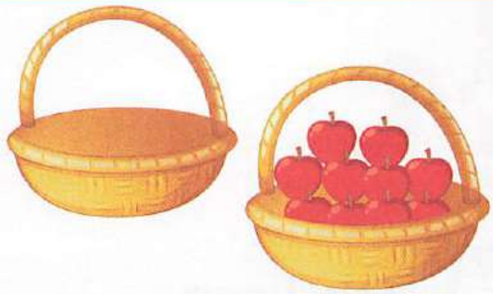
11 12 13



11 12 13



11 12 13

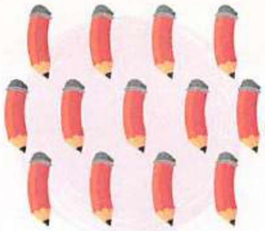
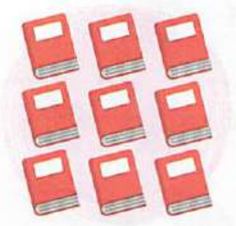
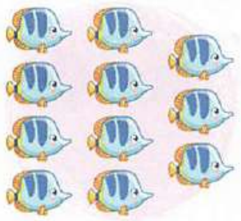
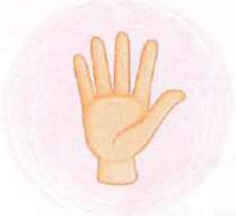
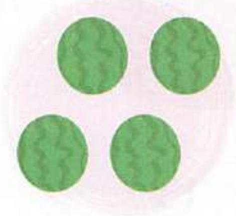
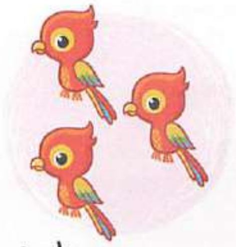


10 12 13

Parents' Tips:

- Help your child count some objects as the crayons box, then ask him/her to write the numbers 11, 12 and 13.

3 Match:

9

2

5

13

3

10

8

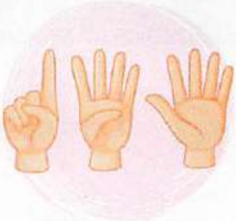
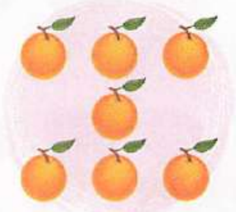
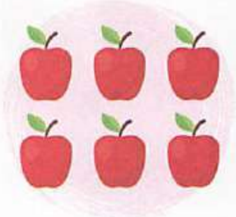
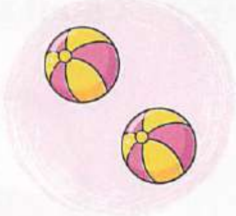
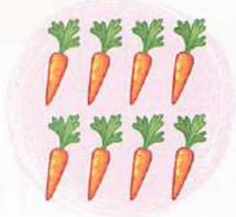
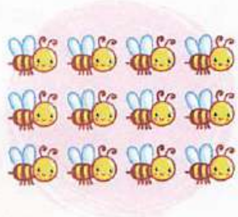
4

7

11

6

12

Now I can

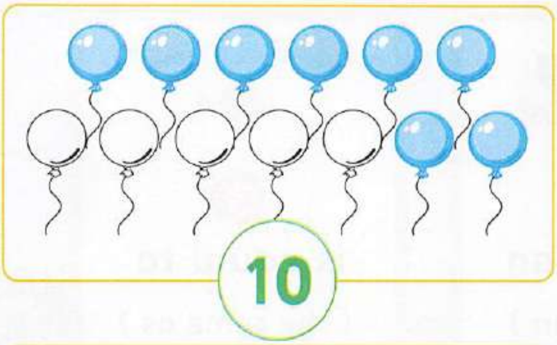
- count up to 13.
- read and write numbers 11,12 and 13 and represent them using pictures.

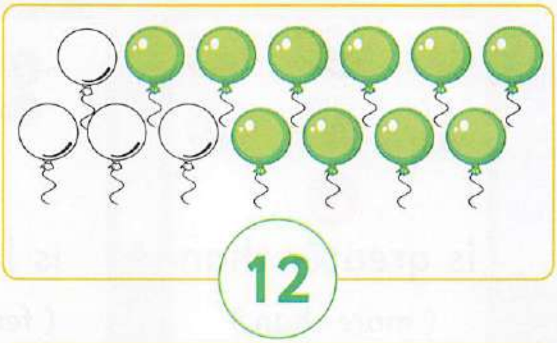
Parents' Tips:

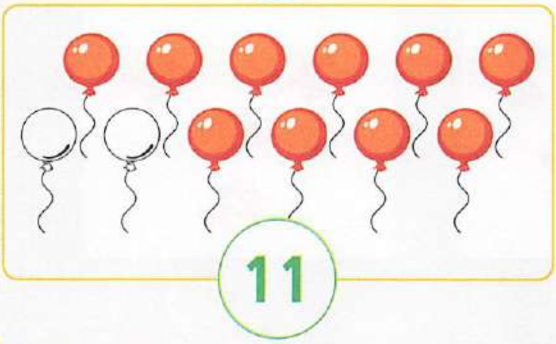
- Ask your child to count carefully the number of objects.

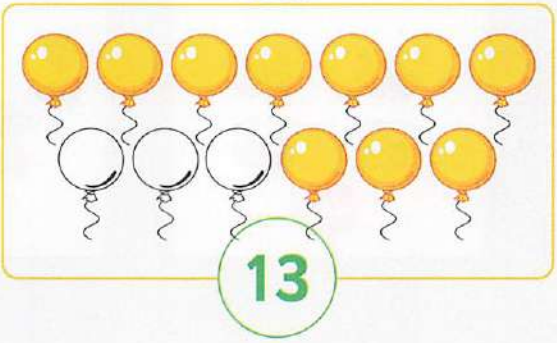
Test Yourself

1 Complete coloring according to the given number:









2 Draw dots to get the given number:

13

11

12

3 Complete:

Before .... 11 .... After

Before .... 9 .... After

Before .... 12 .... After

Before .... 3 .... After

Before .... 5 .... After

Before .... 10 .... After

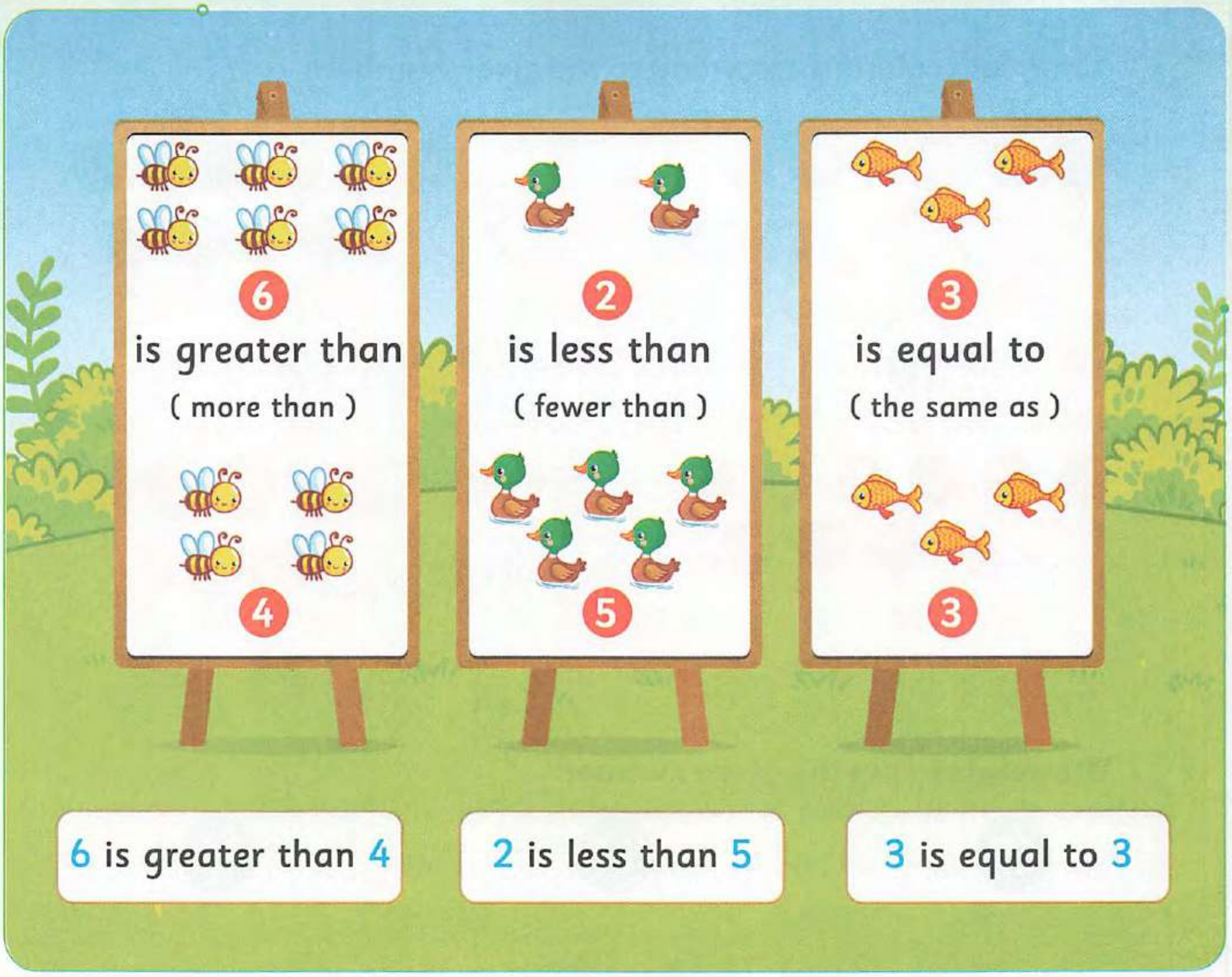
Assess your progress
★★★★★

○ Need help!
○ I still need a little help!
○ I need more practice!
○ I understand.
○ Now, I understand well & can help my classmates.

Lesson 20

Comparing numbers using (greater than, less than, and equal to)

Study

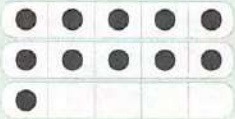
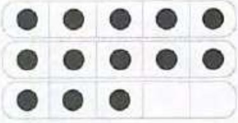

6
is greater than
(more than)
4
2
is less than
(fewer than)
5
3
is equal to
(the same as)
3

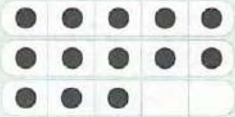
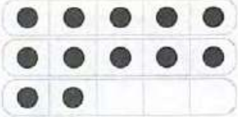
6 is greater than 4

2 is less than 5

3 is equal to 3

Notice that:


11 is (less than) 13



13 is (greater than) 12


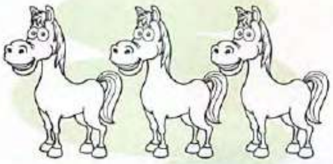
Daily Practice:

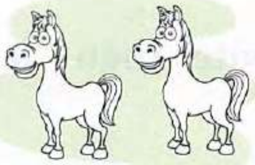
- Ask your child to tell you the number of days of the current month, then ask him/her to draw a circle around the day he/she spent in the school.

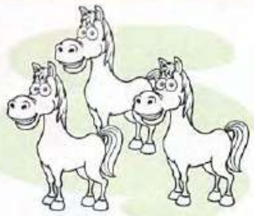
Vocabulary: greater than, less than, equal to, compare

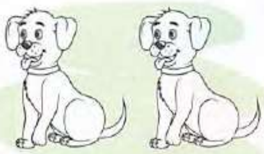
Practice

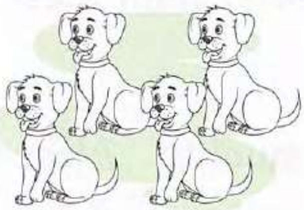
1 Color the groups that have the same number of objects in each row:

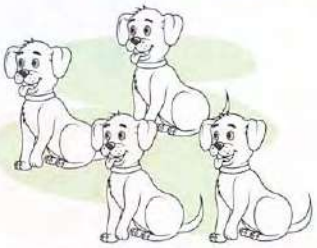




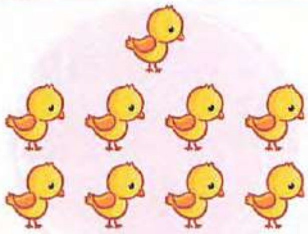








2 Write the number, then circle the greater group:



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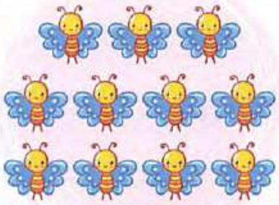
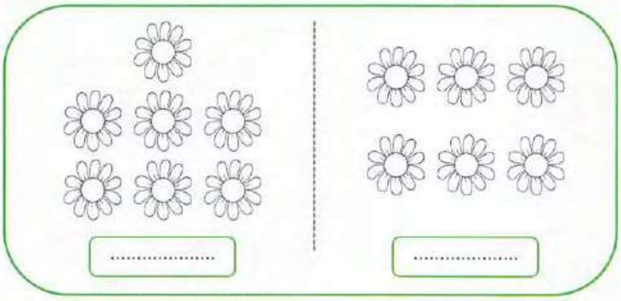
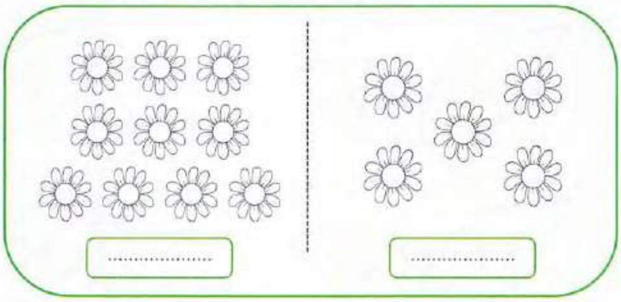


……………

3 Count, then color the least number of objects in each group:



…………… ……………



…………… ……………

Now I can

- determine the word greater than as (more than), the word smaller than as (less than) and the word equal to as (the same as).

Parents' Tips:

- Draw two groups of some objects and ask your child to color the greatest group in red.
- Let your child know that comparing between groups means to see if the groups are with the same or different number.

Test Yourself

1 Circle the correct word:

11 is (greater than / less than) 13

14 is (greater than / less than) 12

15 is (equal to / less than) 15

2 Put each number in its correct place:

9 2
...... is less than ......

5 8
...... is greater than ......

10 6
...... is less than ......

3 Color the smaller numbers in yellow and the greater numbers in red:

4 6	11 10	9 6
13 12	2 12	3 0
11 8	10 7	8 10
11 6	12 8	15 5

Assess your progress
★★★★★

Need help!

I still need a little help!

I need more practice!

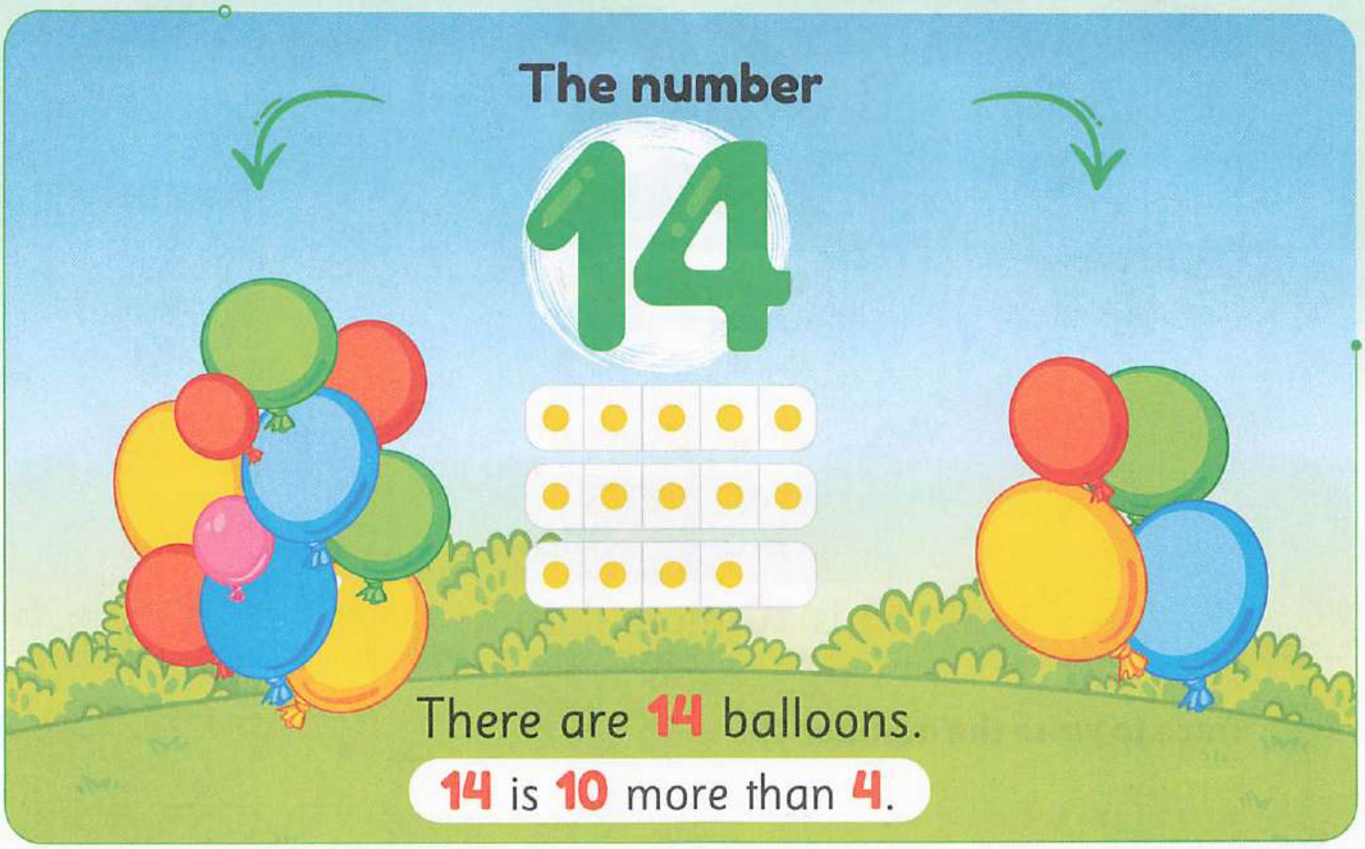
I understand.

Now, I understand well & can help my classmates.

Lessons
21&22

Numbers 14 and 15

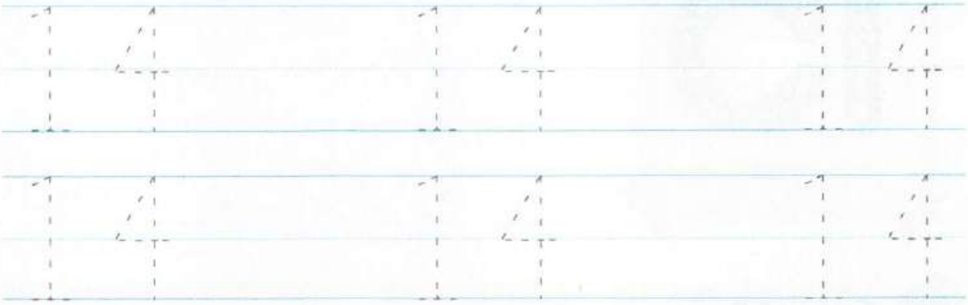
Study



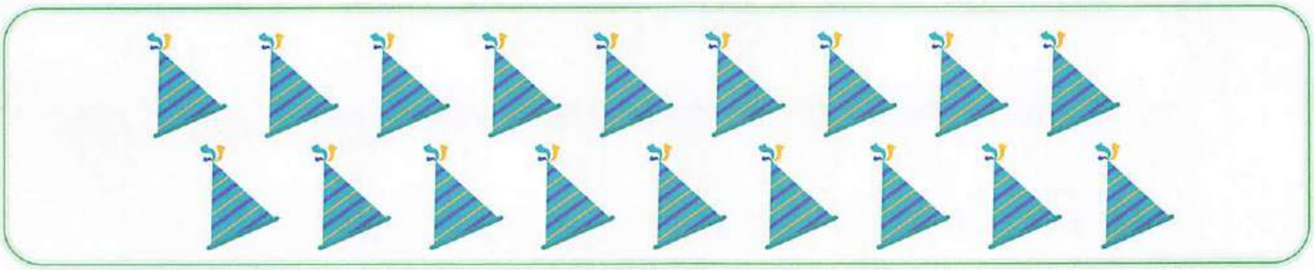
There are **14** balloons.

14 is **10** more than **4**.

Trace to write the number 14:



Circle 14 ▲:

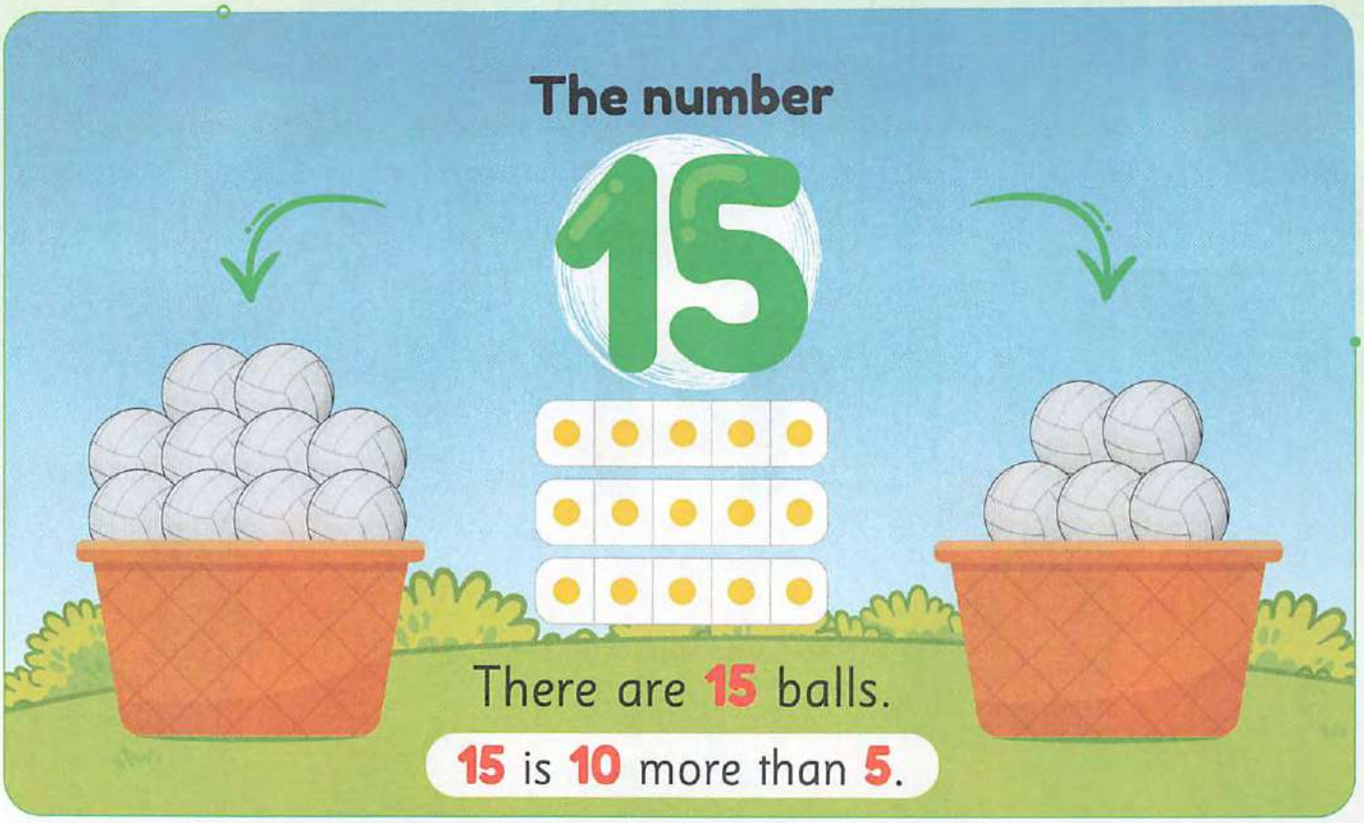


Daily Practice:

- Ask your child to count how many days he/she has been in school, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: calendar, day

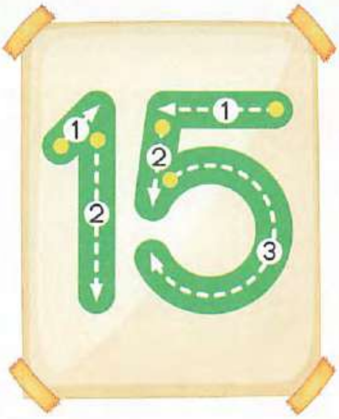
The number 15

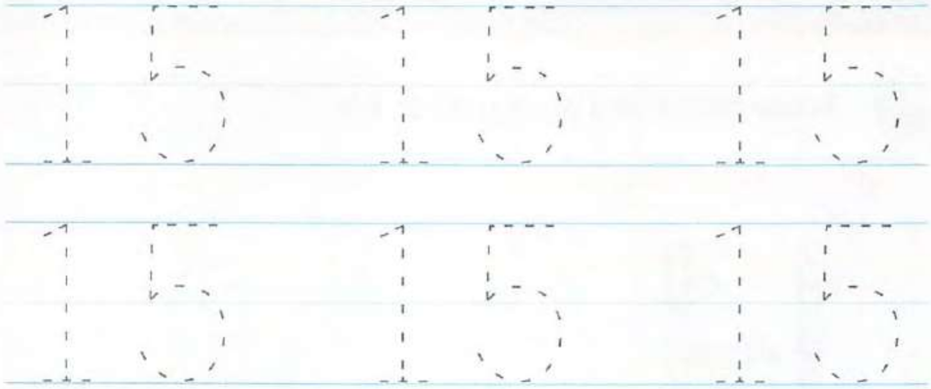


There are 15 balls.

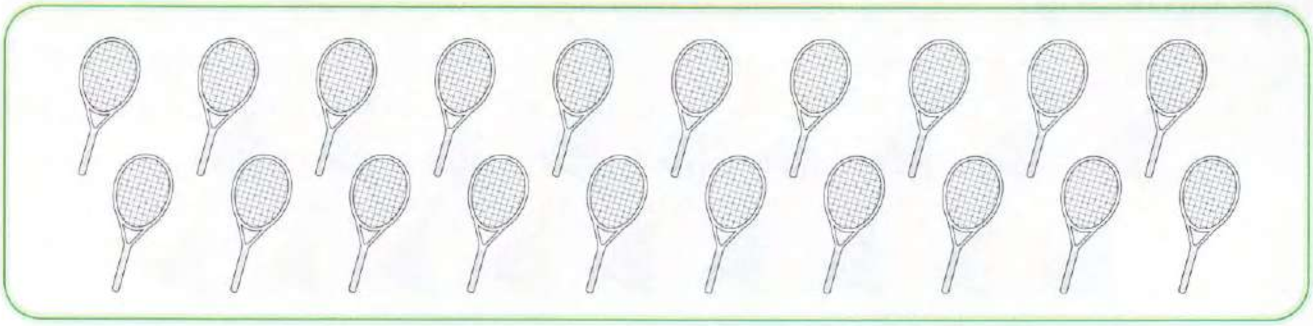
15 is 10 more than 5.

Trace to write the number 15:





Color 15 :

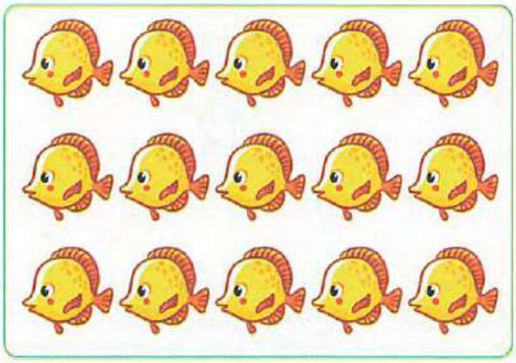


Parents' Tips:

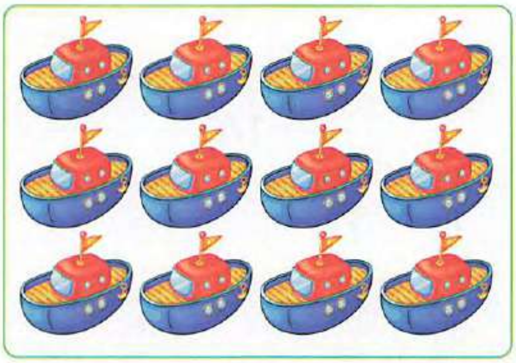
- Help your child trace the points to write the number 15.
- Help your child represent the number 15 using five frames and pictures and count the numbers up to 15 using marbles.

Practice

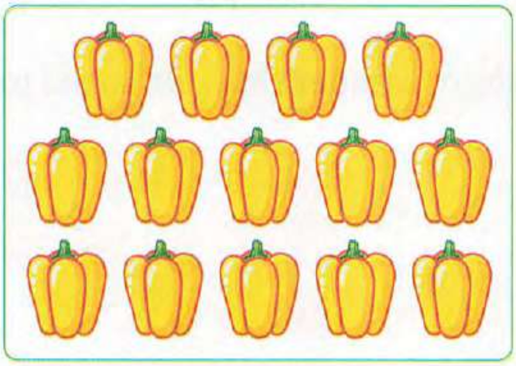
1 Count the items in each group and circle the correct number:



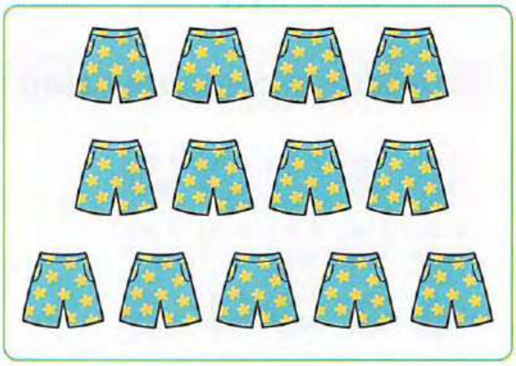
13 15 14



12 13 15

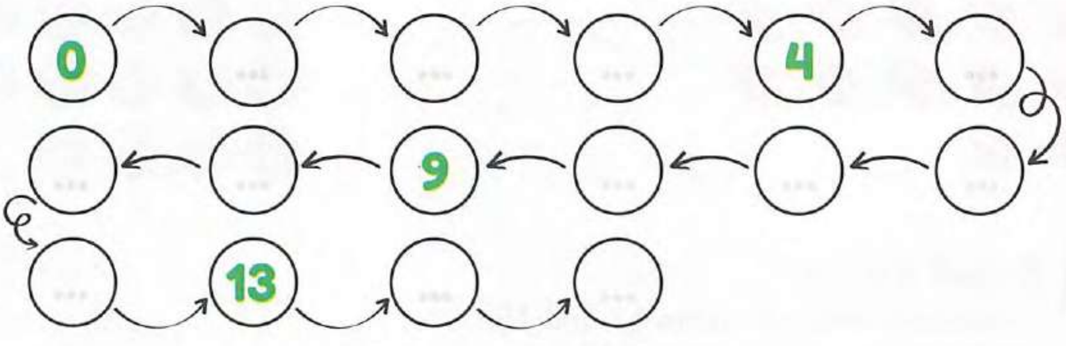


15 14 13



15 14 13

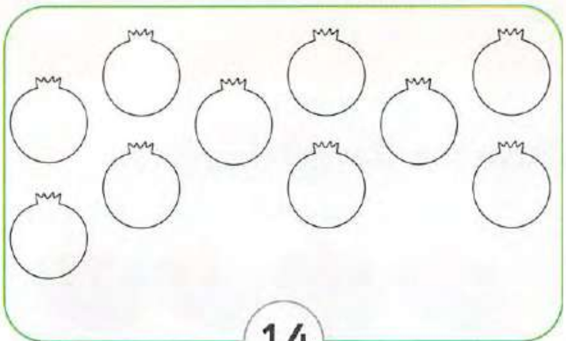
2 Complete the missing numbers:



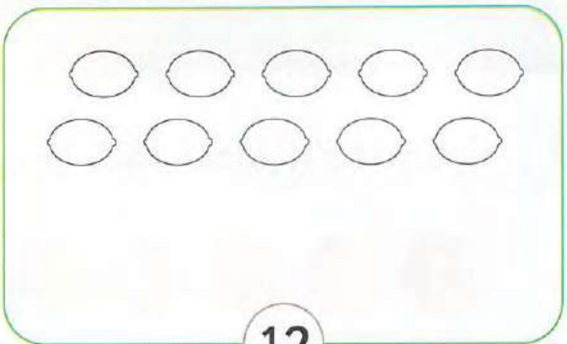
Parents' Tips:

- Ask your child to count cubes up to 15.

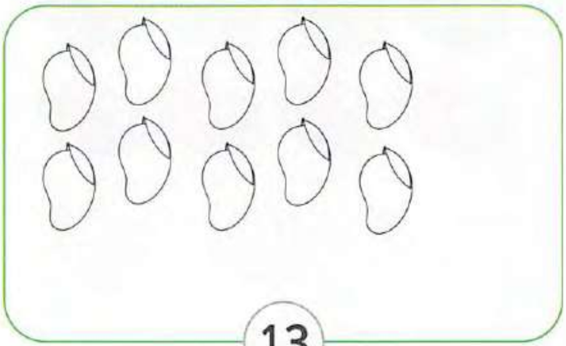
3 Complete the drawing to show the given number:



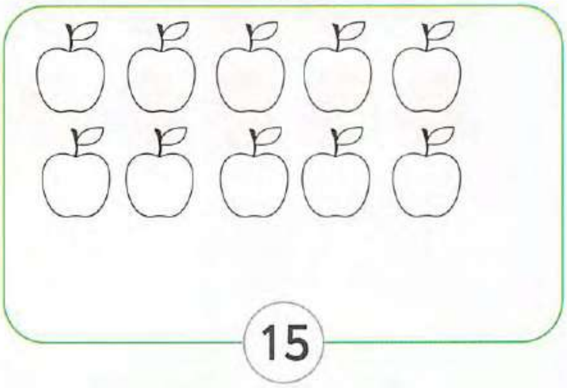
14



12

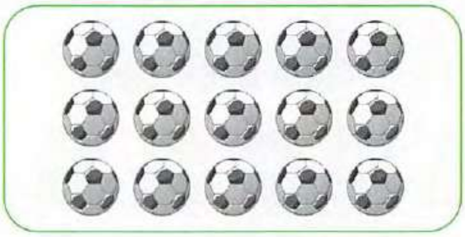


13

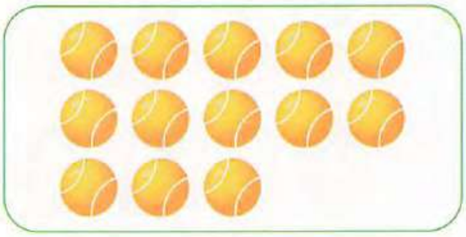


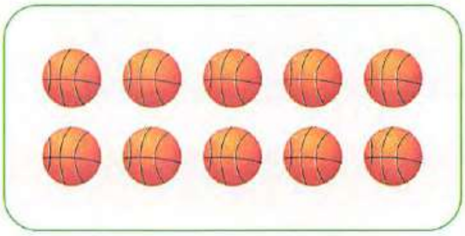
15

4 Count, then compare using (greater than, smaller than, or equal to):

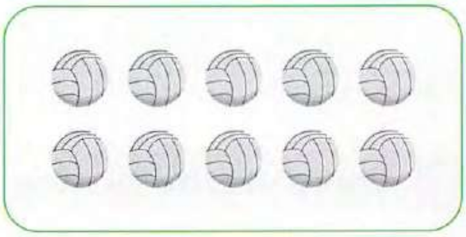


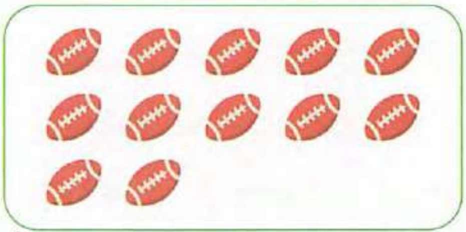
....



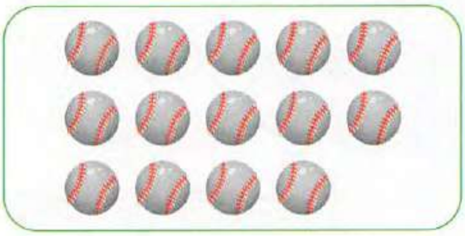


....





....



Now I can

- read and write numbers 14 and 15.
- represent numbers 14 and 15 using pictures.

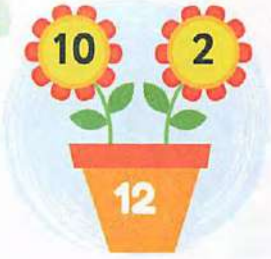
Parents' Tips:

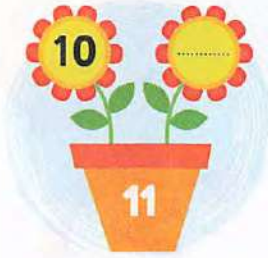
- Ask your child to count after a number to get another number (for example ask him/her to count after 11 to get 15).

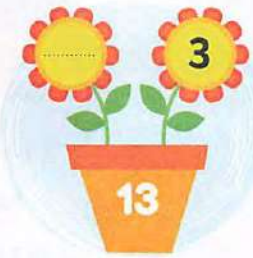
Test Yourself

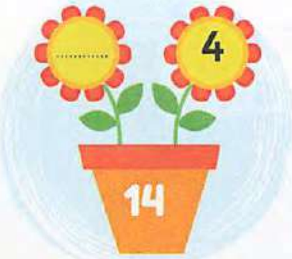
1 Complete:

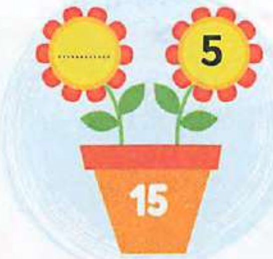
Ex.

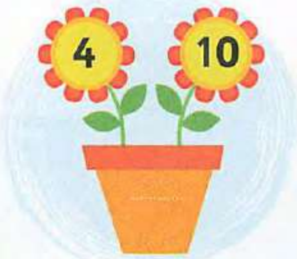




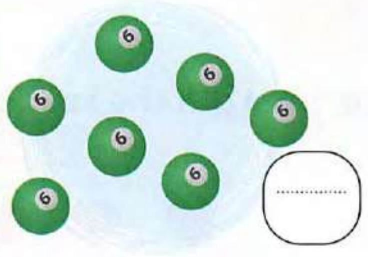


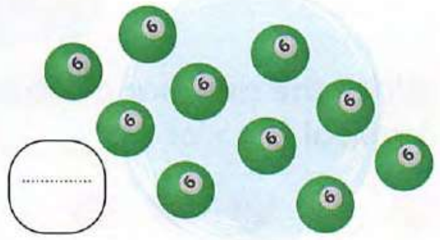




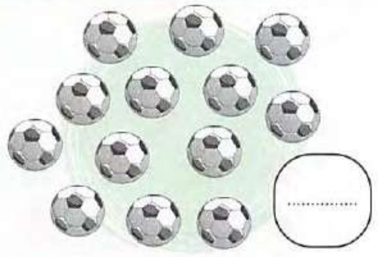


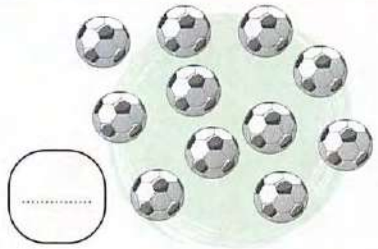
2 Write the number and tick (✓) the group that is less:

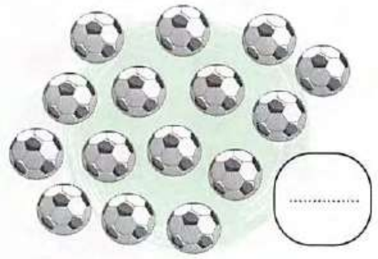


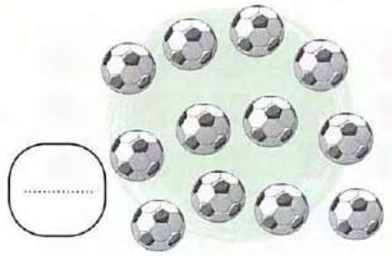


3 Write the number and circle the group that is greater in each row:









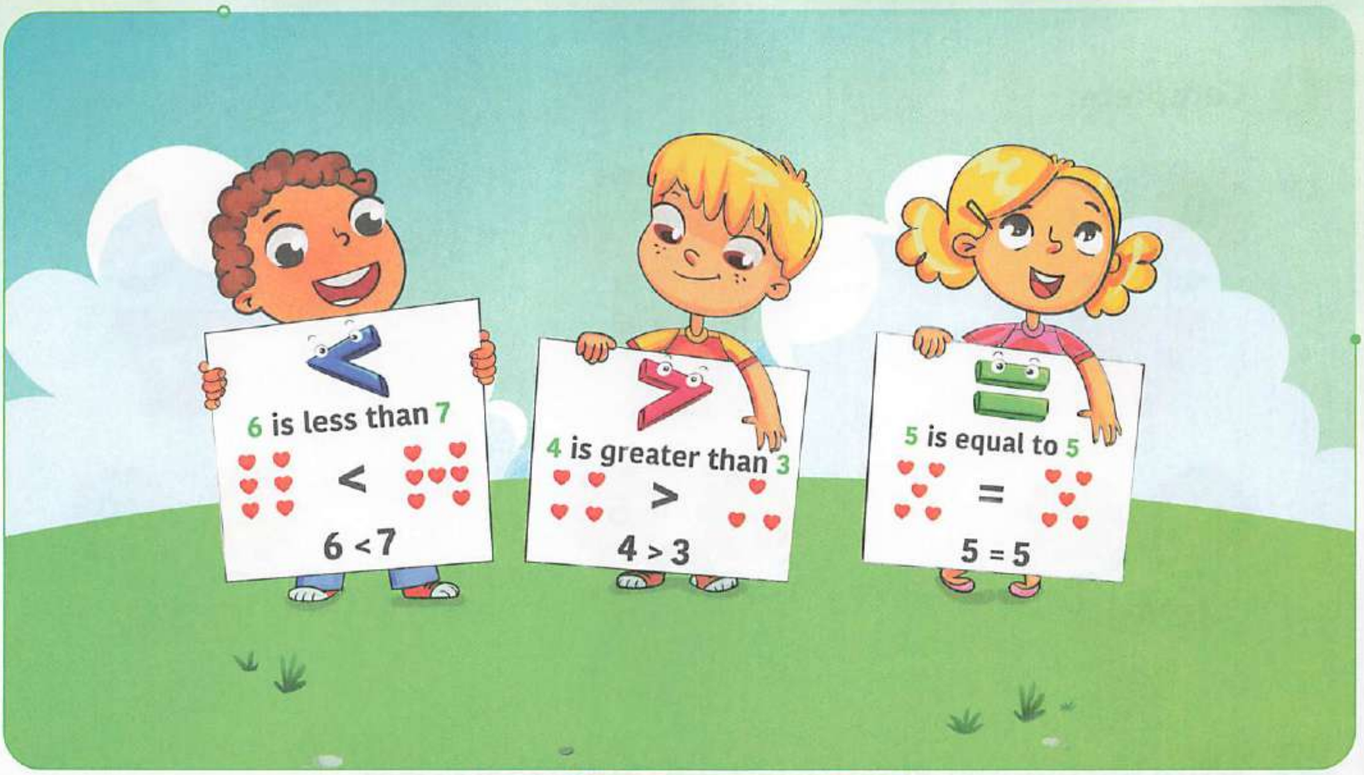
Assess your progress
★★★★★

○ Need help!
○ I still need a little help!
○ I need more practice!
○ I understand.
○ Now, I understand well & can help my classmates.

Lessons
23&24

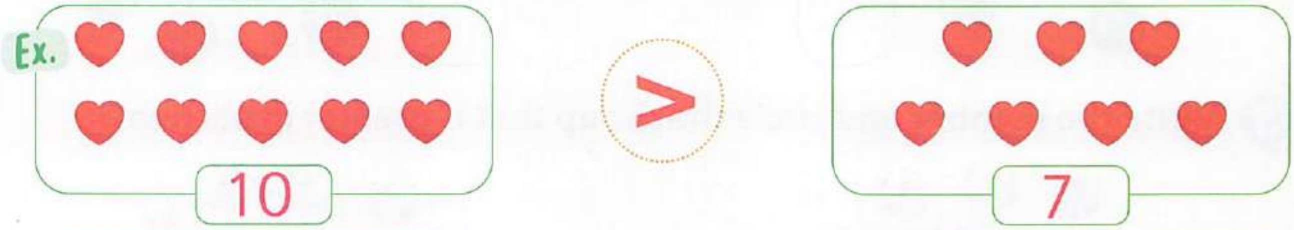
Comparing numbers using symbols (< , > or =)

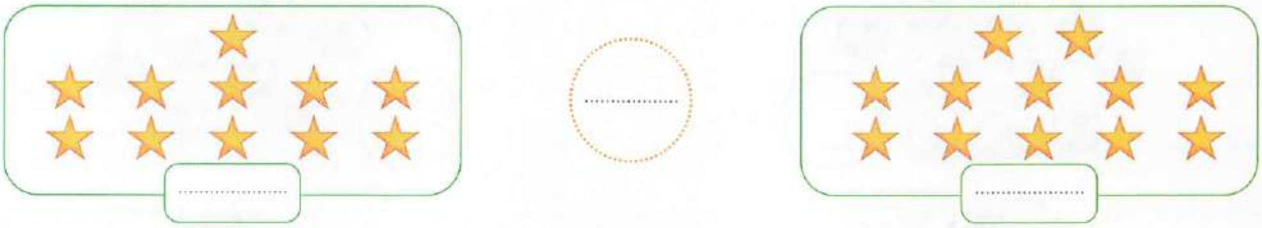
Study

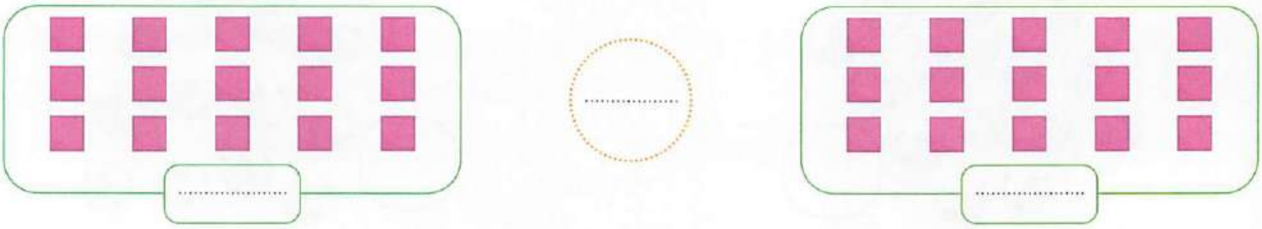

6 is less than 7
<
6 < 7
4 is greater than 3
>
4 > 3
5 is equal to 5
=
5 = 5

Practice

① **Write the number of objects in each group, then put the suitable symbol (< , > or =):**







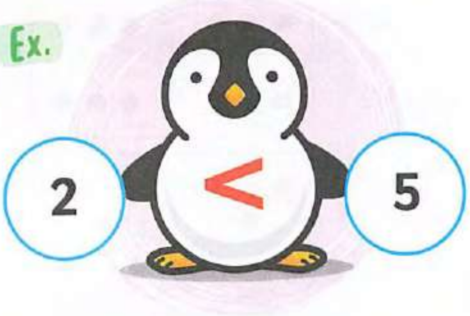
Daily Practice:

- Ask your child to look at the calendar and help him/her count days of school, then ask him/her to draw a circle around the day he/she spent in the school.

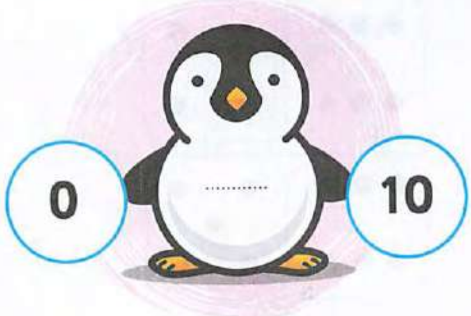
Vocabulary: compare, symbol

② Compare the following numbers by using (< , > or =):

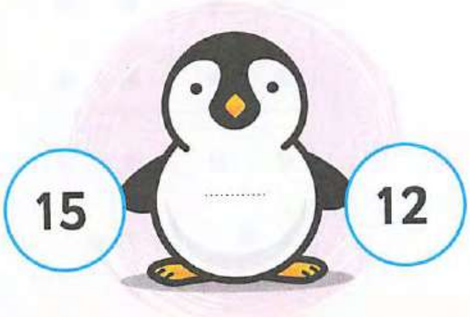
Ex.



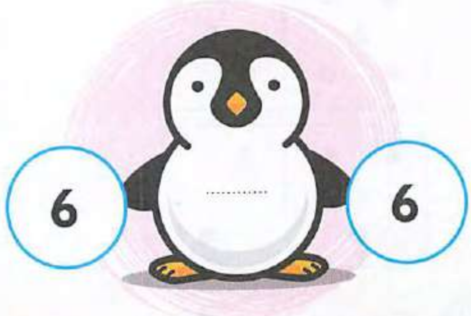
2 < 5



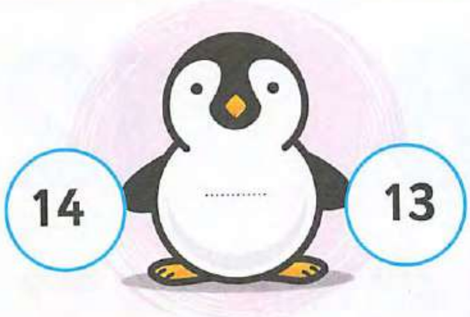
0 10



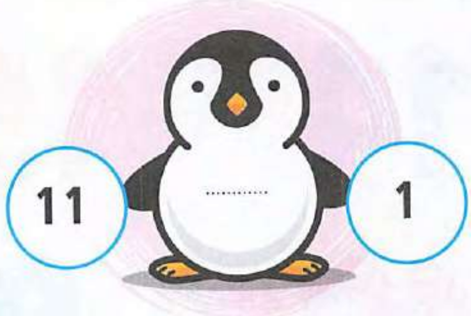
15 12



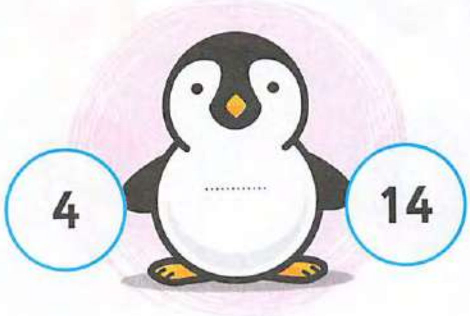
6 6



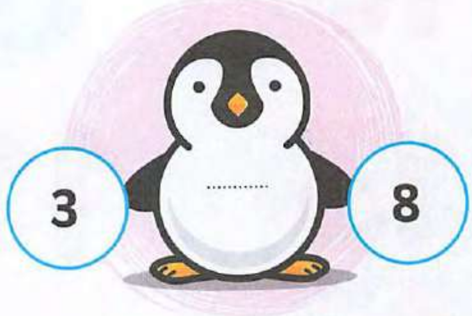
14 13



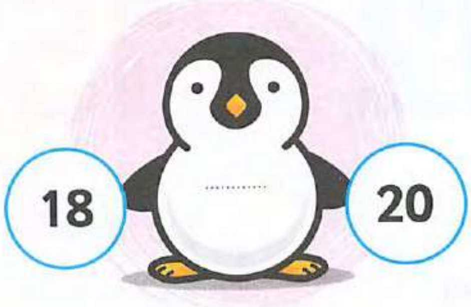
11 1



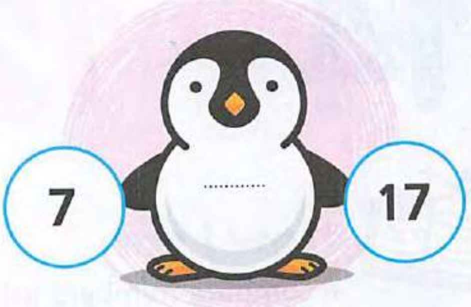
4 14



3 8



18 20

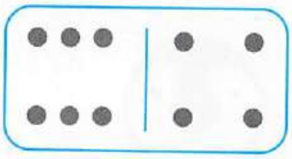
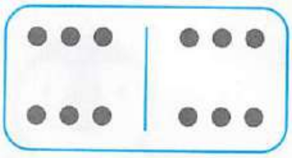


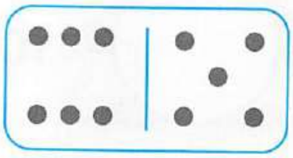
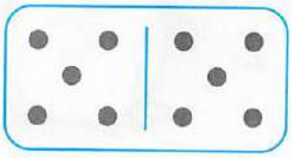
7 17

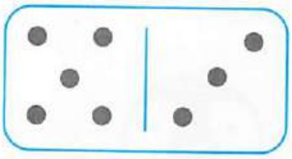
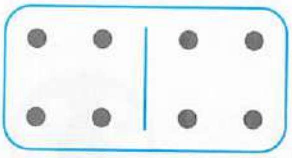
Parents' Tips:

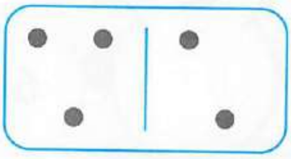
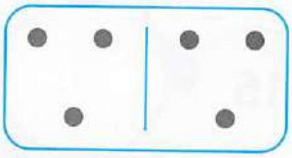
- Help your child use symbols (<, > or =) to compare numbers.

3 Count the dots and put the suitable sign (<, > or =):

 ☐ 

 ☐ 

 ☐ 

 ☐ 

4 Compare using (< , > or =):

14 ○ 15   8 ○ 12

10 ○ 8   15 ○ 13

13 ○ 11   10 ○ 9

14 ○ 12   12 ○ 15

Now I can

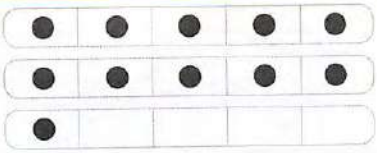
- compare numbers using symbols (<, > or =).

Parents' Tips:

- Make two different groups of stick and ask your child to compare between their numbers.

Test Yourself

1 Count, then compare using (< , > or =):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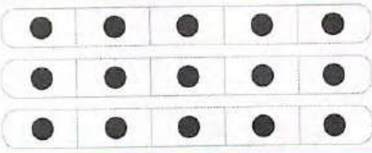

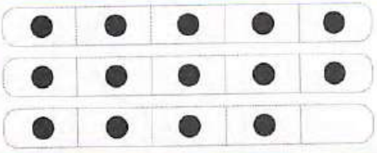
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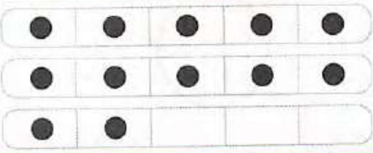


2 Circle the numbers:

- That are less than 12:

10 15 8
5 11 14

- That are greater than 9:

12 13 11
8 10 7

- That are greater than 5:

9 7 2
3 6 5

- That are less than 10:

13 8 7
12 11 9

3 Complete with a suitable number:

10 < ......

...... > 7

6 = ...

...... < 12

8 > ......

5 = ...

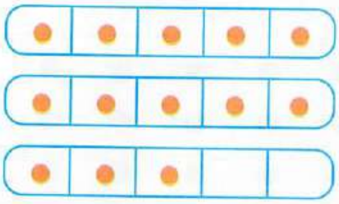
Assess your progress
★★★★★

Need help!
I still need a little help!
I need more practice!
I understand.
Now, I understand well & can help my classmates.

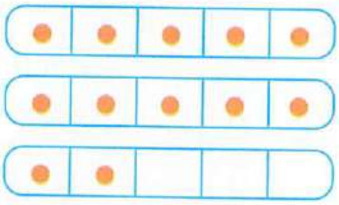
General Practice

Chapter 3

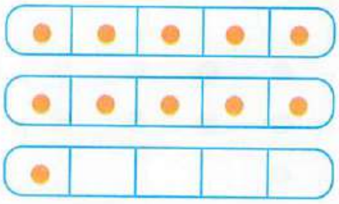
① Count the dots in five frames and write the number:



....

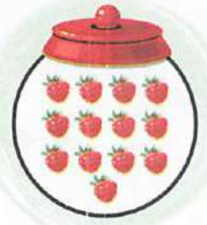


....



....

② Match:



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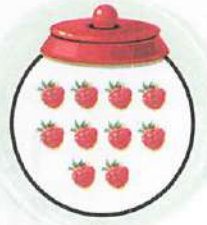
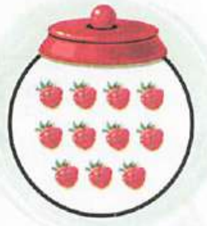


○



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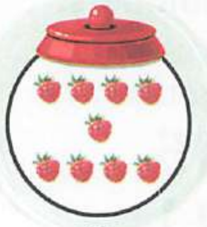

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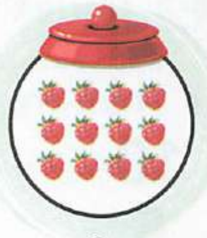

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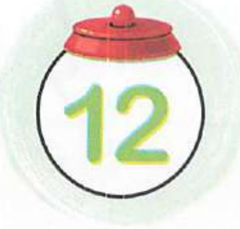
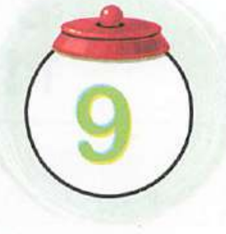
○



○



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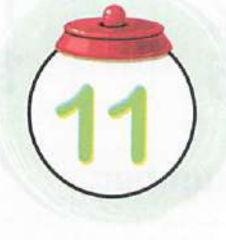

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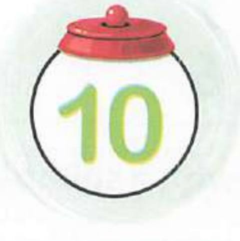

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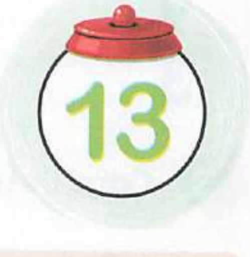
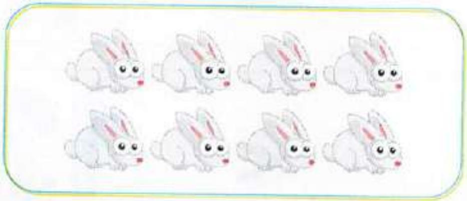
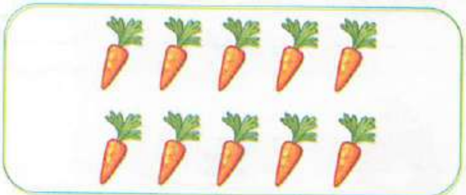
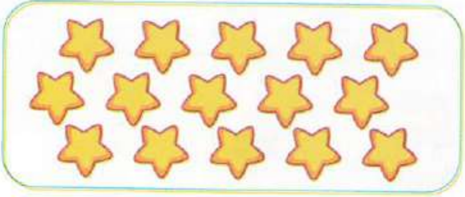
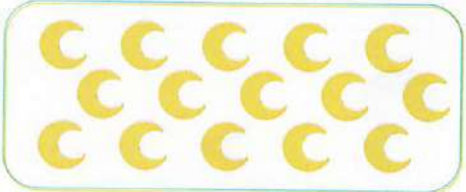


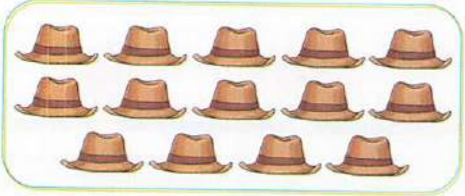
③ Put the suitable sign (<, > or =):

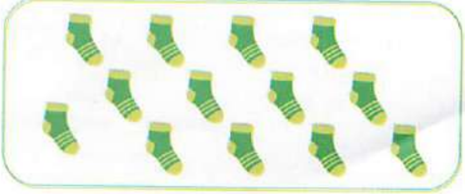












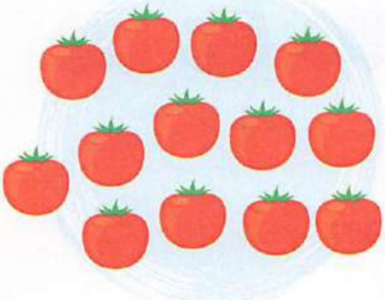
④ Draw △ in each box according to the number:

11

12

13

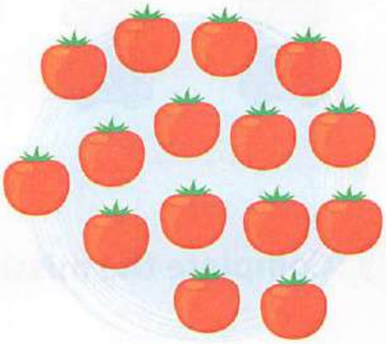
⑤ Color the correct word in each row:

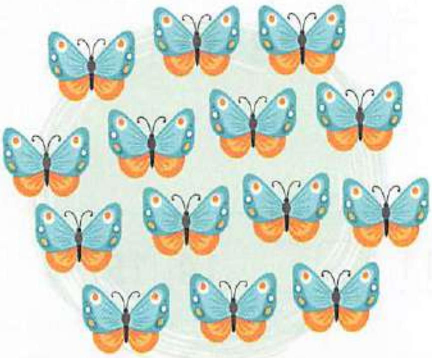


Greater than

Less than

Equal to

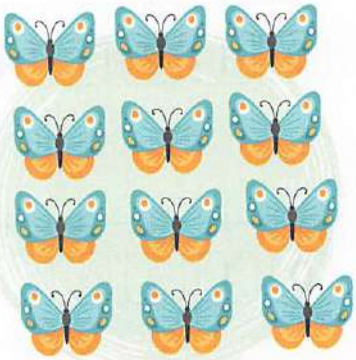




Greater than

Less than

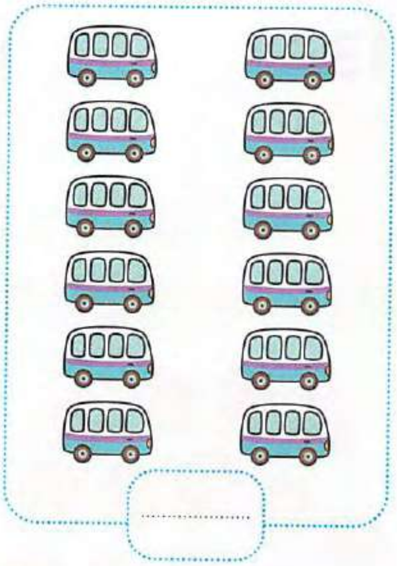
Equal to

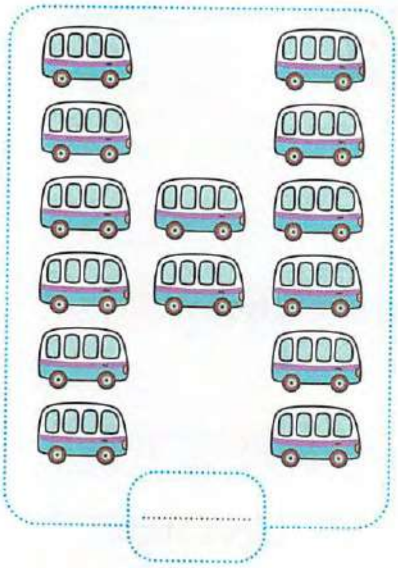


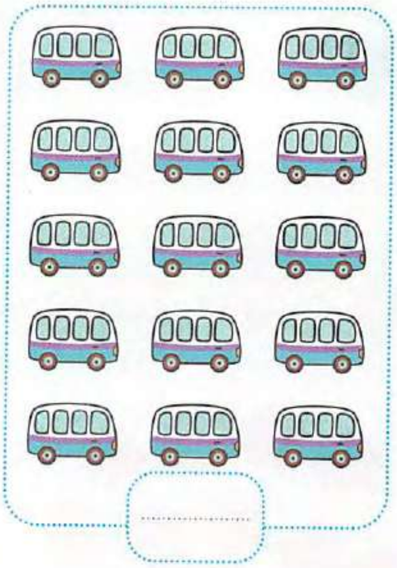
⑥ Write (<, >, or =) to compare the following numbers:

8 ○ 5	4 ○ 3	13 ○ 14
2 ○ 9	1 ○ 7	10 ○ 8
6 ○ 6	2 ○ 0	15 ○ 13
3 ○ 0	10 ○ 11	10 ○ 12

7 Count, then write the number:





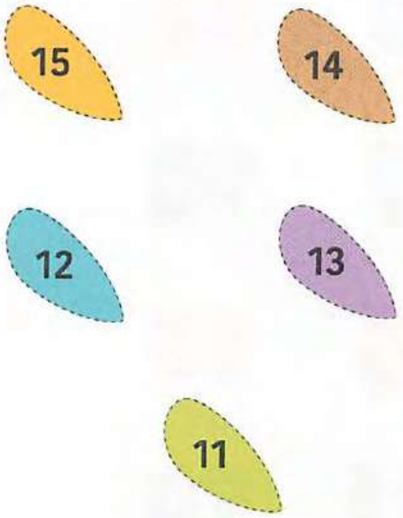


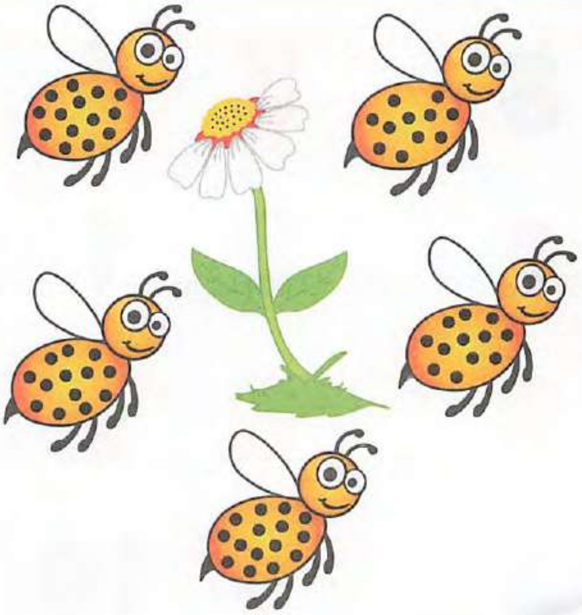
8 Complete the missing numbers on the number line:

0 1 2 .... 4 .... 7 8 9 .... 13 14 ....

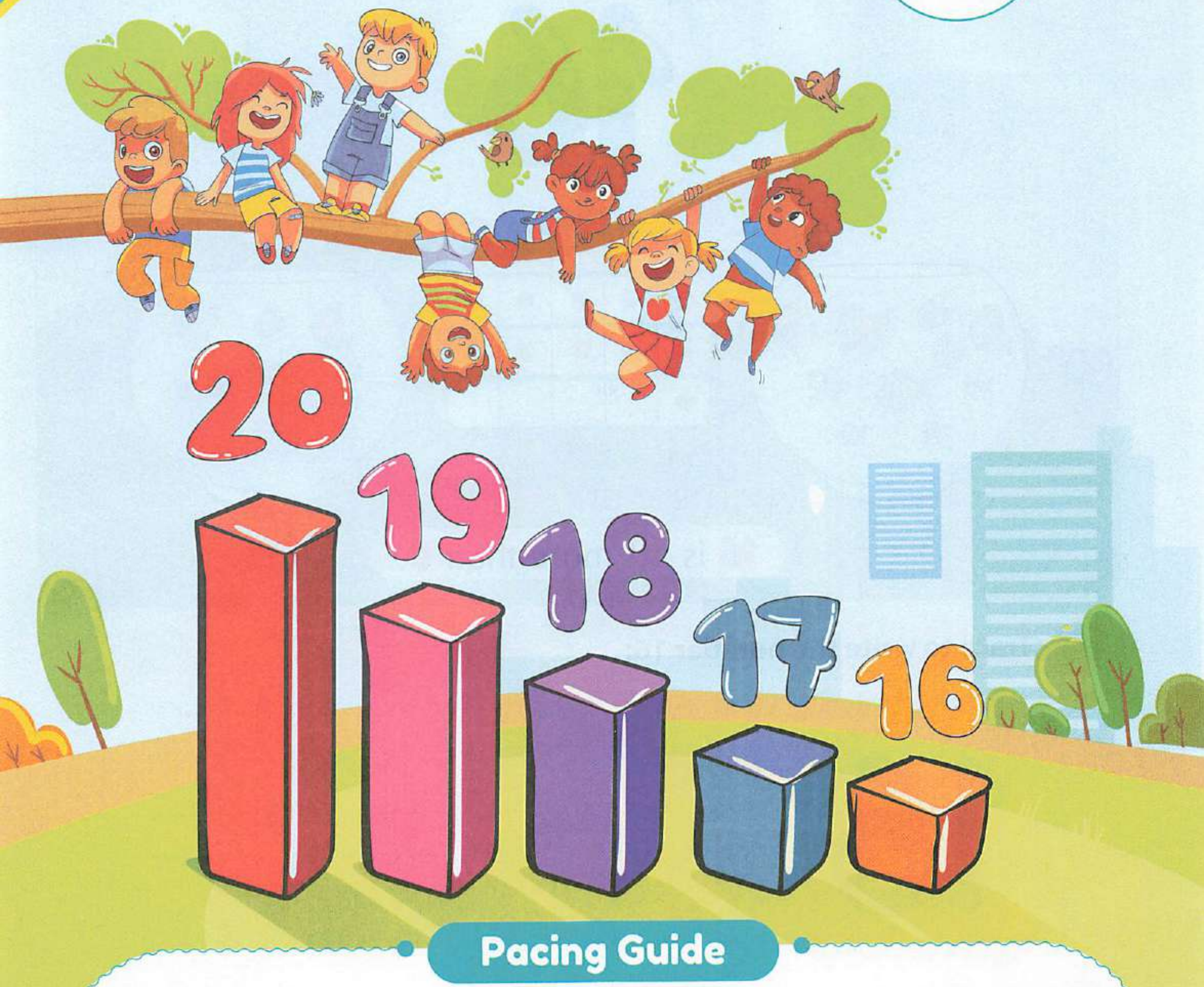
0 1 .... 5 .... 8 .... 11 .... 14 15

9 Count the dots of each bee, then color the empty wings according to the numbers key:





Chapter 4



Pacing Guide

Lessons: (25&26) Numbers 16 and 17

Outcomes:

- Read and write numbers 16 and 17.
- Count numbers up to 17.
- Represent numbers 16 and 17 by using pictures.

Lesson: (27) The picture graph

Outcomes:

- Recognize the picture graph.
- Represent data by using the picture graph.

Lessons: (28&29) Numbers from 18 to 20

Outcomes:

- Read and write numbers 18, 19 and 20.
- Count numbers up to 20.
- Represent numbers 18, 19 and 20 by using pictures.

Lesson: (30) The bar graph

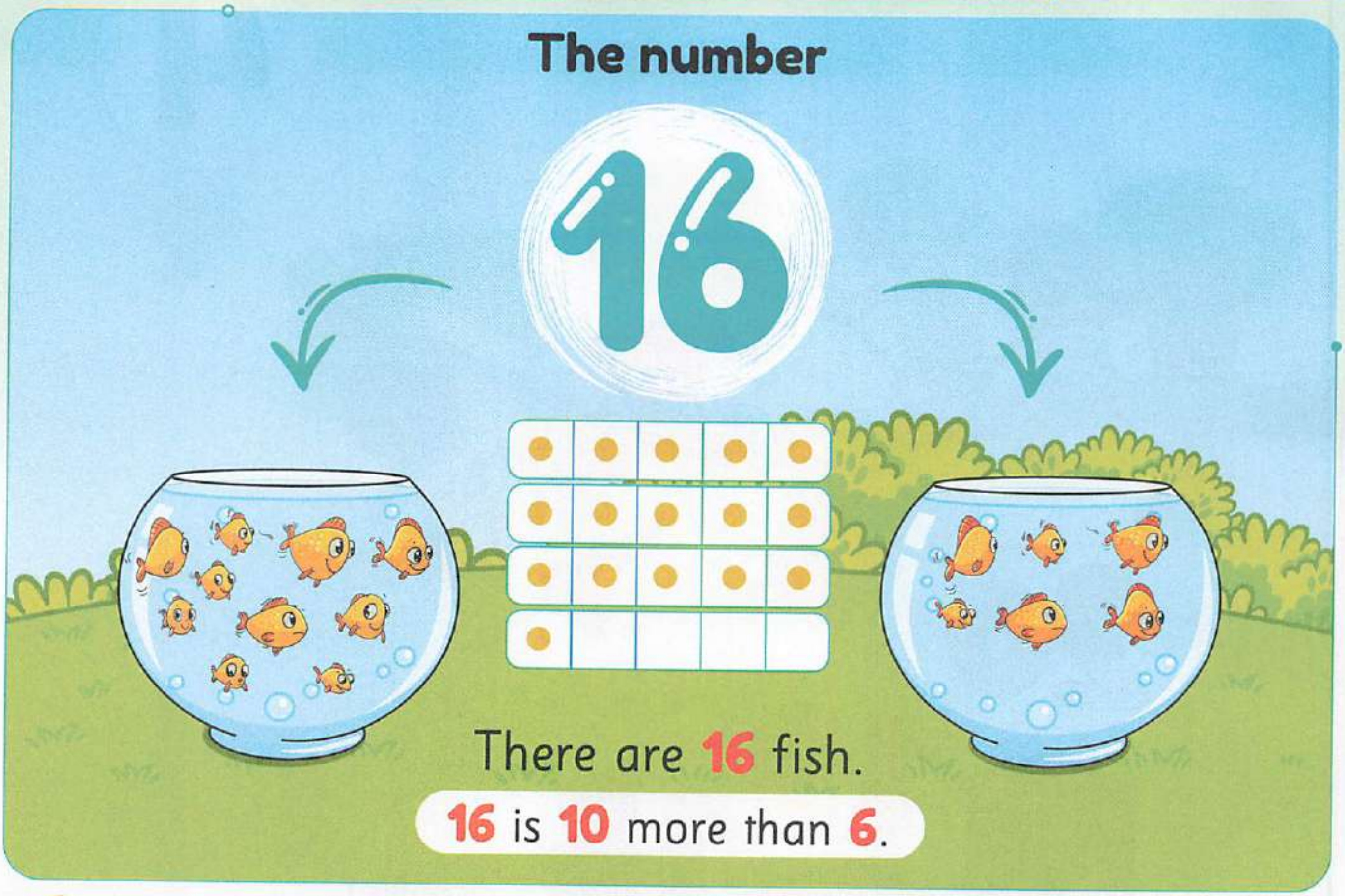
Outcomes:

- Recognize the bar graph.
- Represent data by using the bar graph.

Lessons 25&26

Numbers 16 and 17

Study



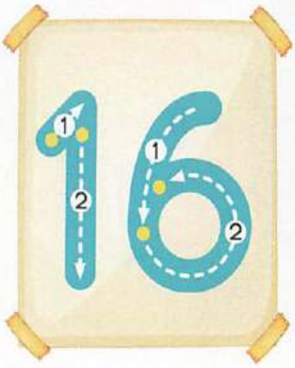
The number

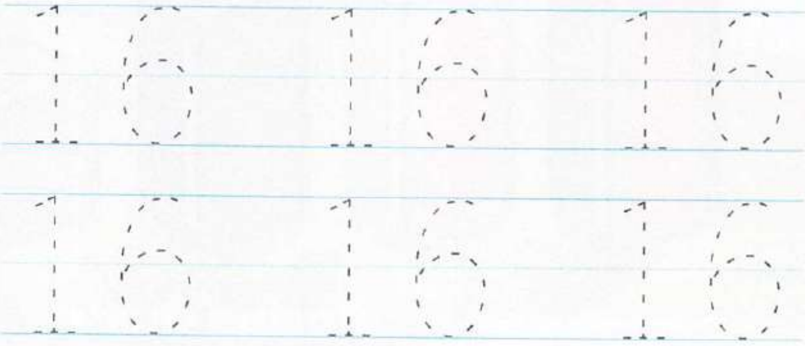
16

There are **16** fish.

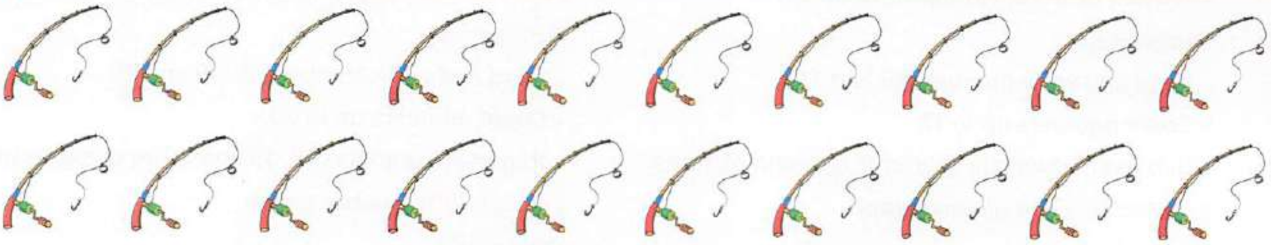
16 is **10** more than **6**.

Trace to write the number 16:





Circle 16:

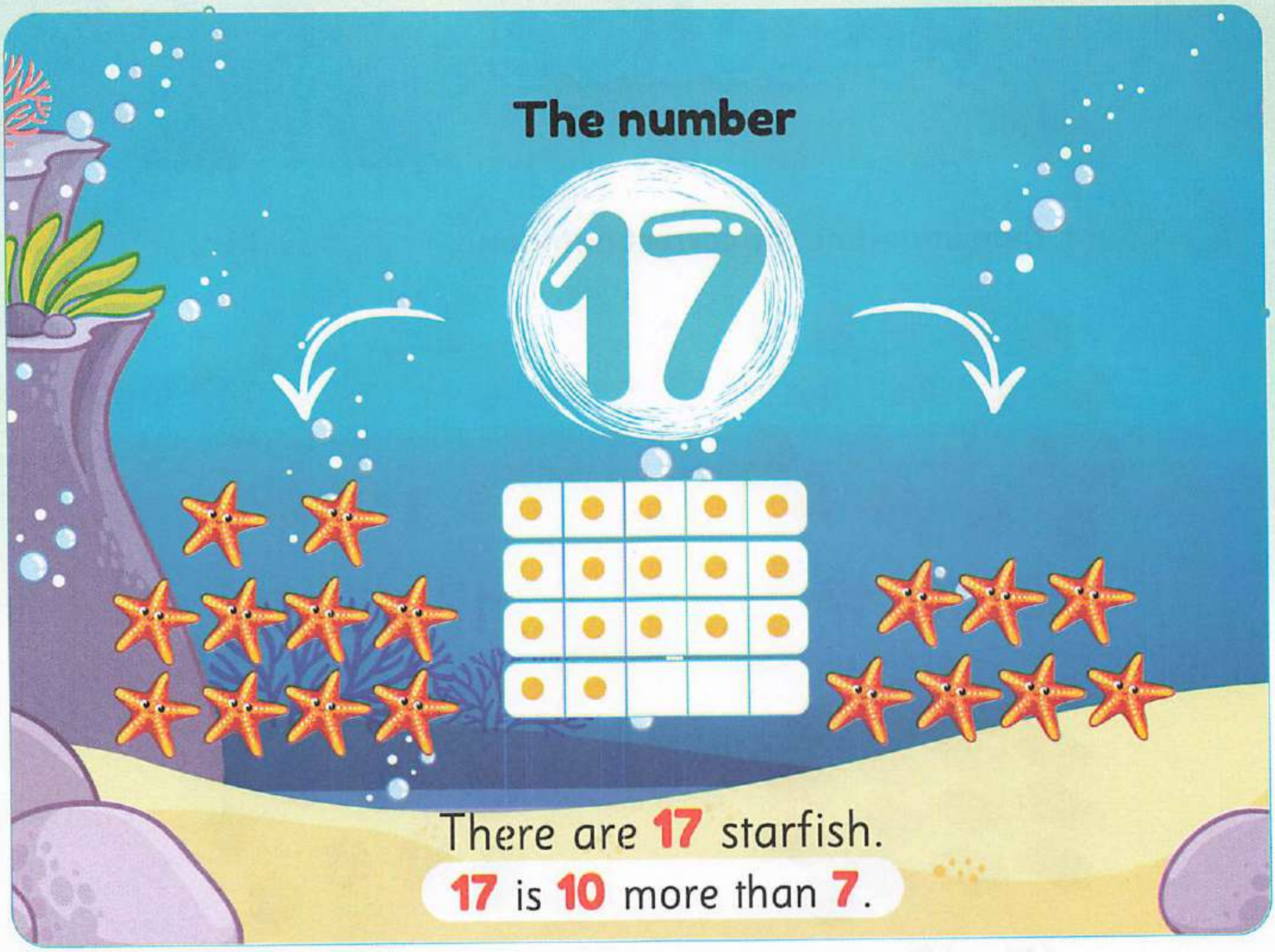


Daily Practice:

- Ask your child to mention the day of today and the day before and the day after, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary:

today, yesterday, tomorrow

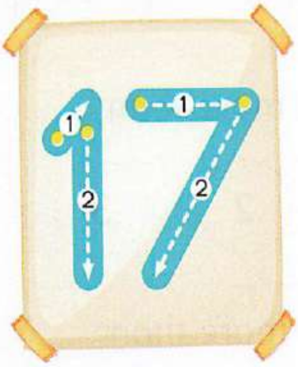


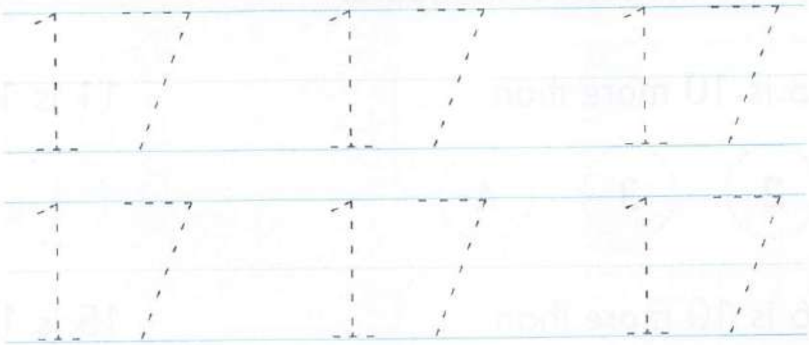
The number 17

There are **17** starfish.

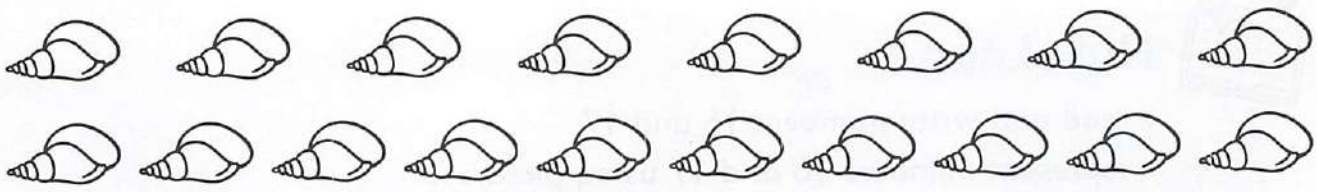
17 is **10** more than **7**.

Trace to write the number 17:





Color 17 :

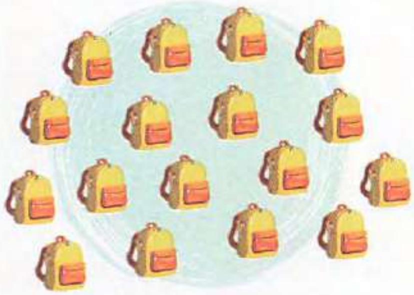


Parents' Tips:

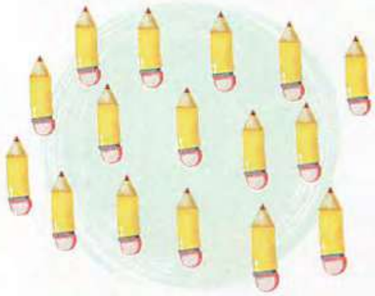
- Help your child count some macaroni up to 17 and practice writing numbers 16 and 17.

Practice

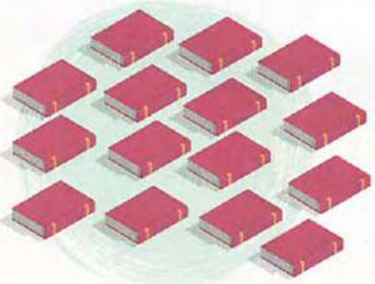
1 Count, then underline the correct number:



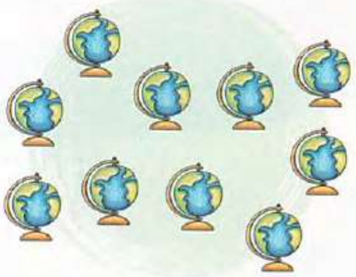
15 16 17



17 15 16



15 16 12



10 17 15

2 Color the correct numbers:

13 is 10 more than ....

2 3 4

11 is 10 more than ....

1 2 3

16 is 10 more than ....

4 5 6

15 is 10 more than ....

4 7 5

Now I can

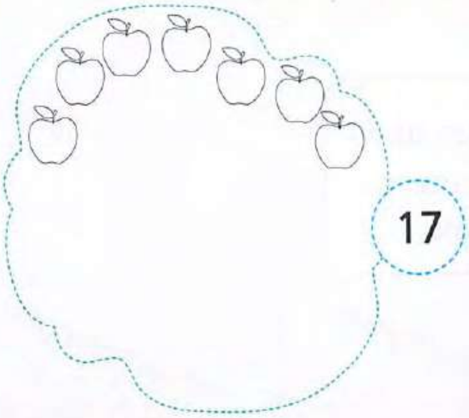
- read and write numbers 16 and 17.
- represent numbers 16 and 17 using pictures.
- count up to 17.

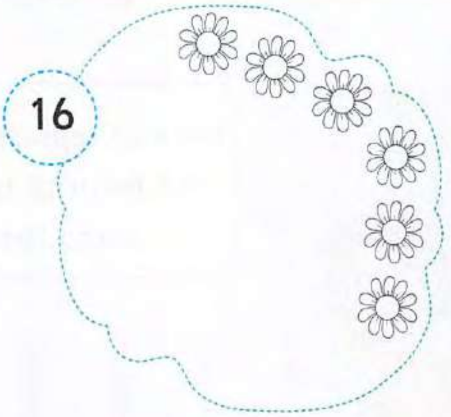
Parents' Tips:

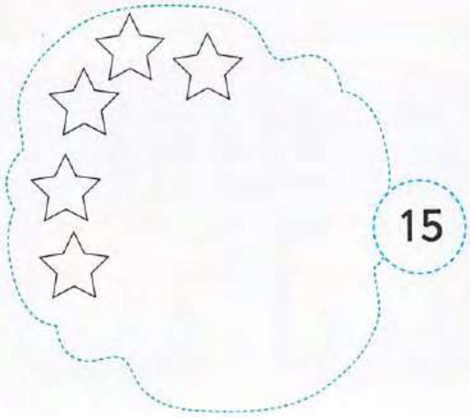
- Help your child count in order correctly and ensure that he/she doesn't miss a number while counting.

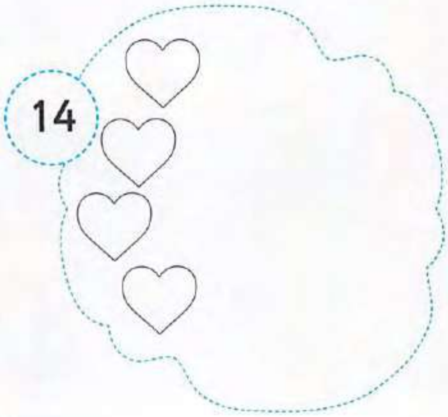
Test Yourself

① Draw to get the written number:









② Color the correct numbers:

.... is 10 more than 2

12 — 13 — 14

.... is 10 more than 0

0 — 10 — 1

.... is 10 more than 4

4 — 14 — 16

.... is 10 more than 7

16 — 0 — 17

.... is 10 more than 3

15 — 12 — 13

.... is 10 more than 6

11 — 16 — 14

Assess your progress
★★★★★

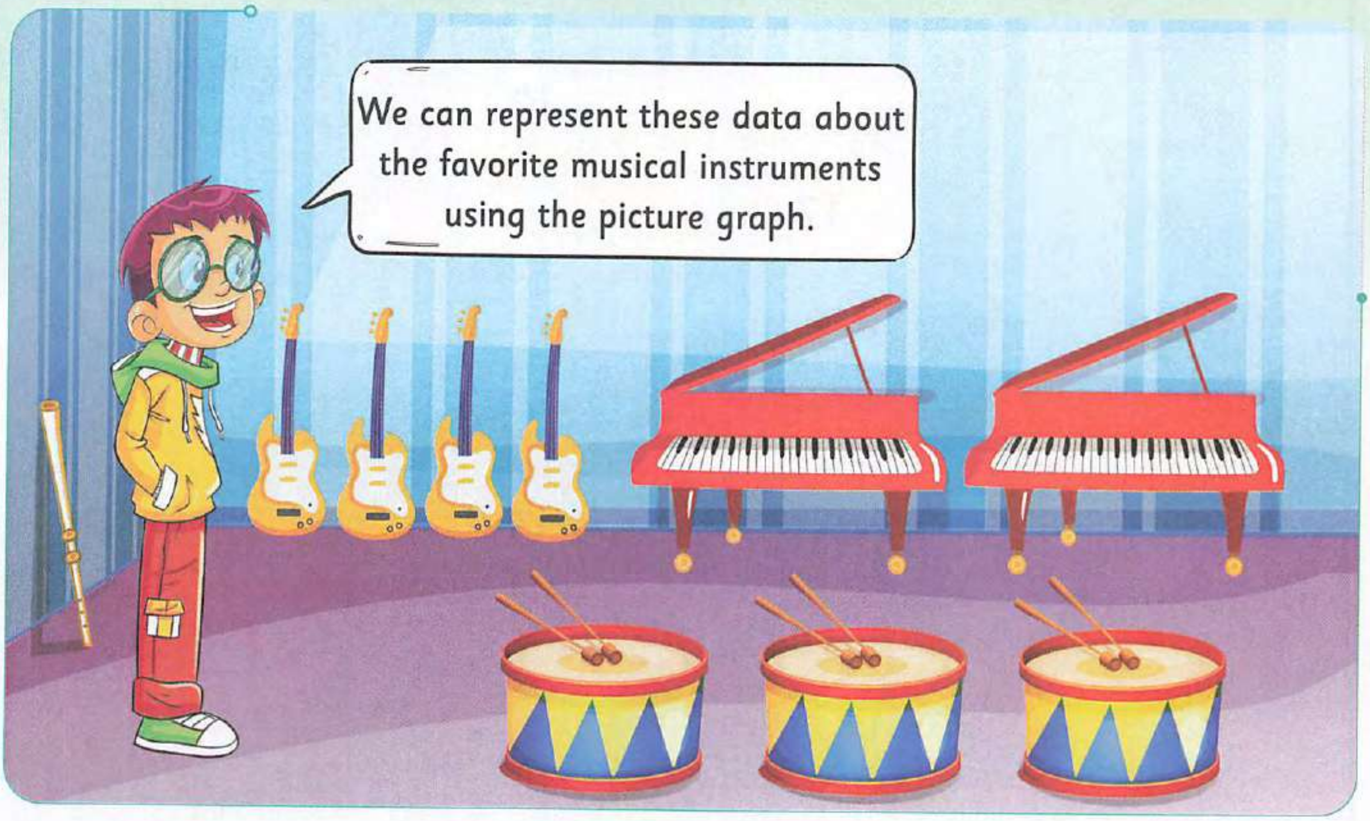
○ Need help!
○ I still need a little help!
○ I need more practice!
○ I understand.
○ Now, I understand well & can help my classmates.

Lesson 27

The picture graph

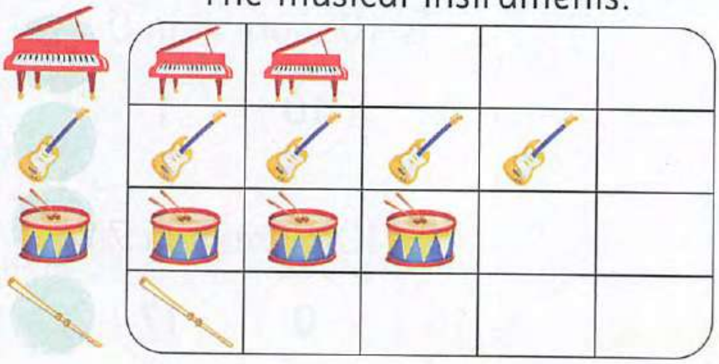
Study

The following picture shows the favorite musical instruments for some students in class.


We can represent these data about the favorite musical instruments using the picture graph.

The Picture Graph

The musical instruments.



- There are 2 🎹
- There are 4 🎸
- There are 3 🥁
- There is 1 🪈

The Picture Graph

Is a graph or chart that uses different pictures to show data.

Daily Practice:

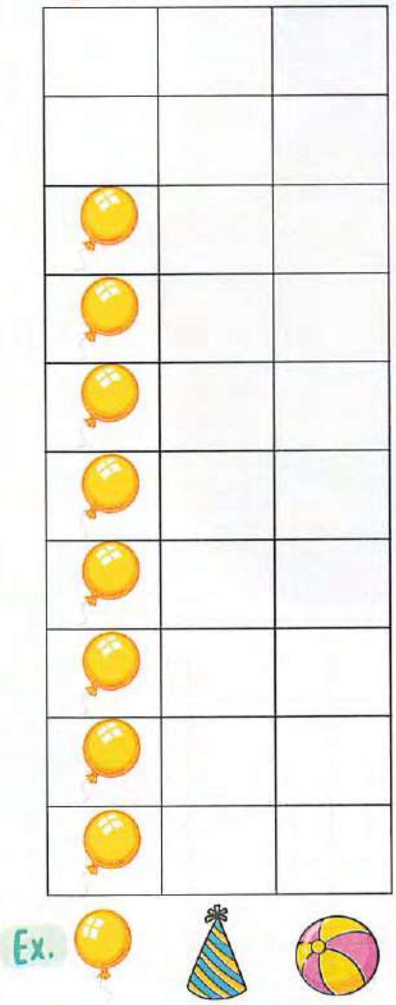
- Ask your child to tell you the name of the current month and the name of the month before and after it.

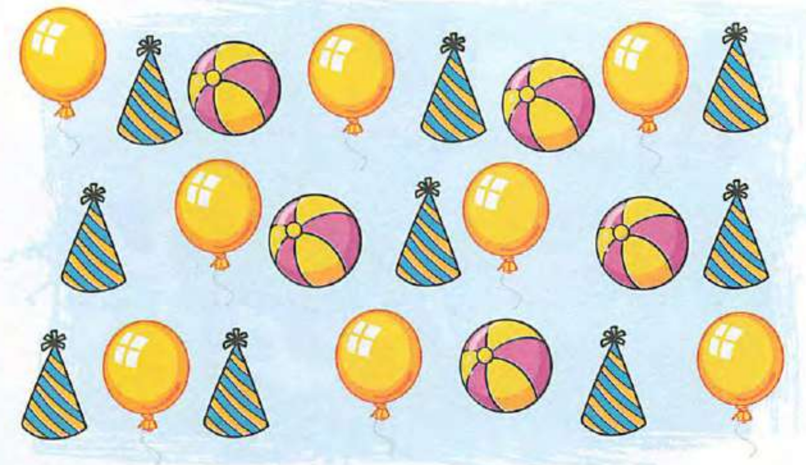
Vocabulary:

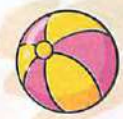
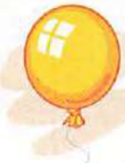
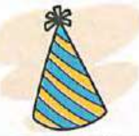
picture graph, data

Practice

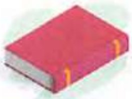
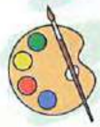
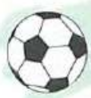
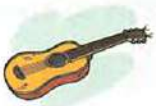
1 Count each object and draw in the graph:

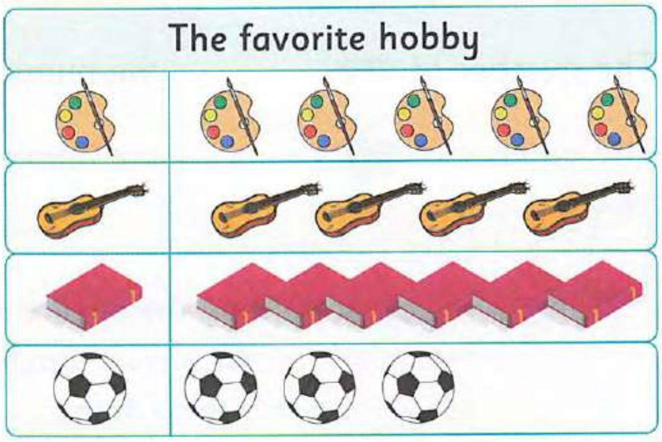




- How many  are there?
- How many  are there?
- How many  are there?

2 Look at the following picture graph which shows the favorite hobby for some children and complete:

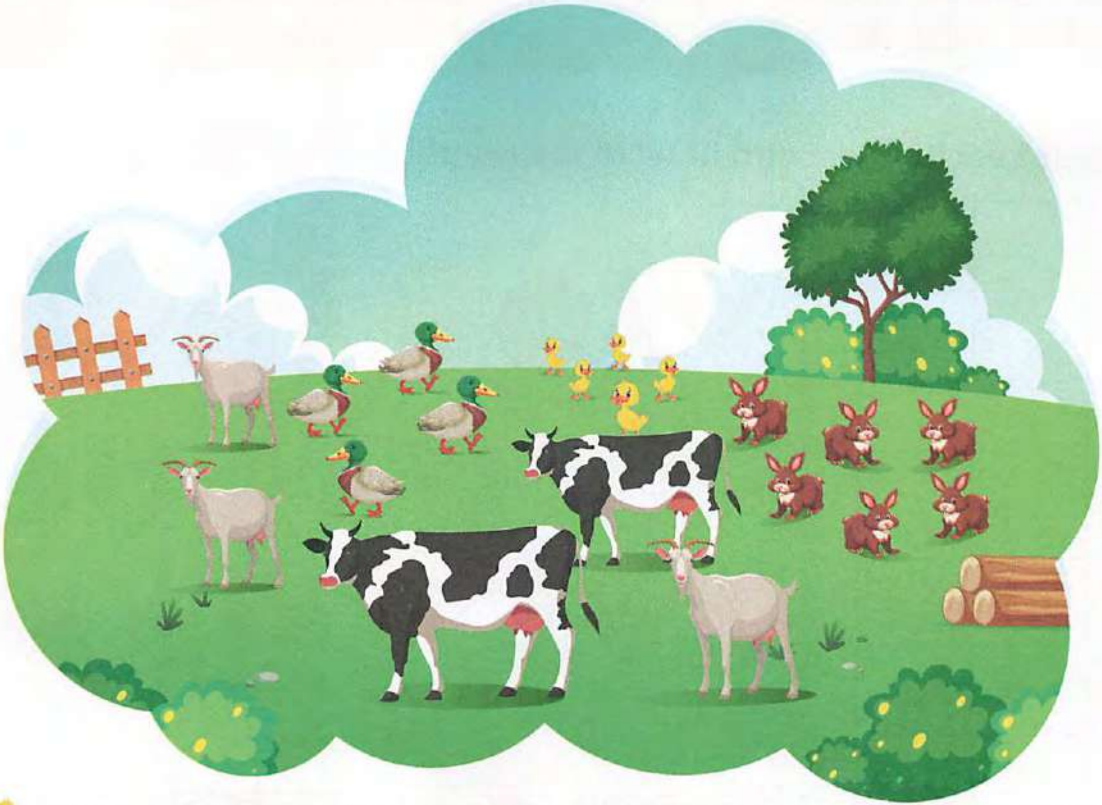
Ex.
- There are 6 children like 
- There are .... like 
- There are .... like 
- There are .... like 

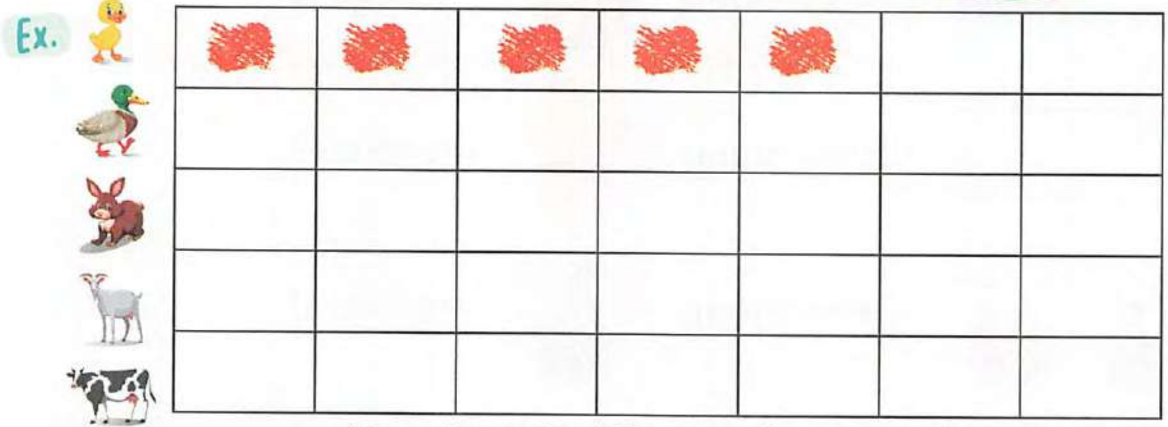


Parents' Tips:

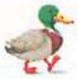
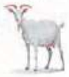
- Help your child organize items and compare the results to answer some questions about them, such as which group has more.

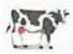
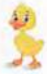
3 Look at the picture, count then color in the graph and answer the questions:

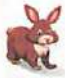
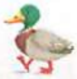




Use the suitable sign (> , < or =)

The number of  .... the number of 

The number of  .... the number of 

The number of  .... the number of 

Now I can

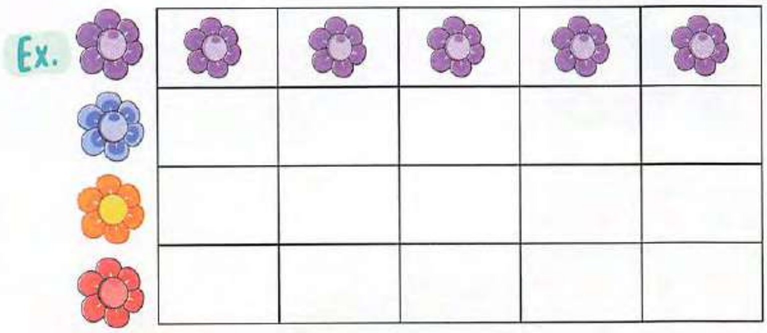
- represent data by the picture graph.
- recognize that the picture graph helps us in organizing data and answering questions about these data.

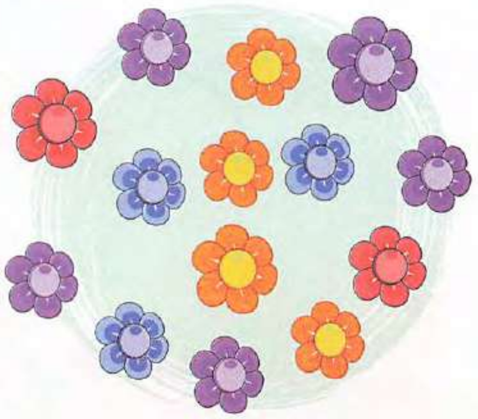
Parents' Tips:

- Ask your child to collect some data around him/her and represent them using picture graph.

Test Yourself

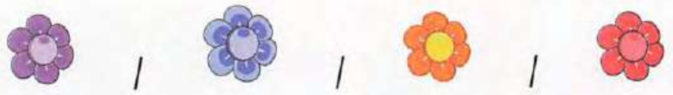
1 Count each object and draw, then answer the questions about the favorite flowers for some children:





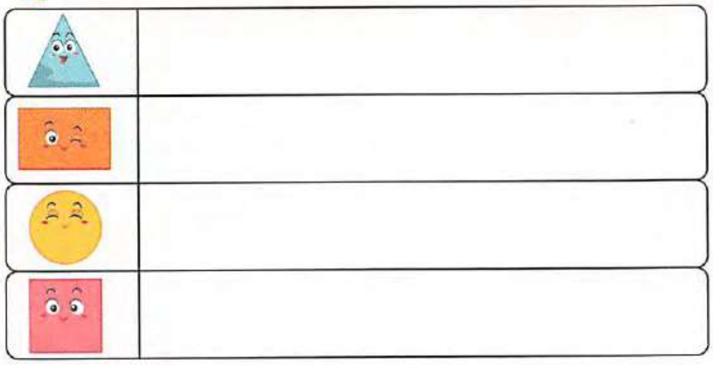
- Circle the correct answer:

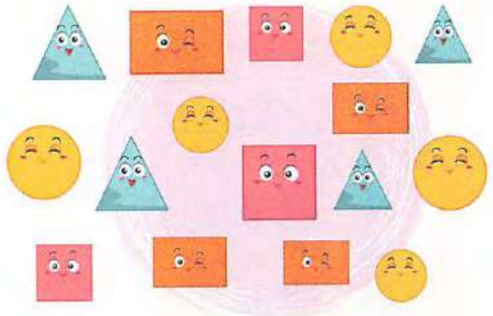
Which flower is the most? (/ / /)



Which flower is the least? (/ / /)

2 Collect the opposite data to represent them in the following picture graph, then answer:

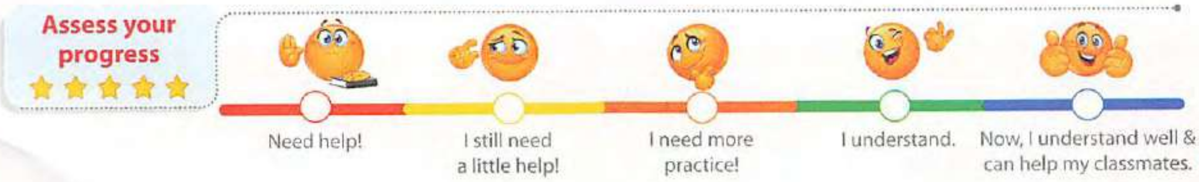




- Draw the most repeated object

- Draw the least repeated object

- The number of 🟥 is ....
- The number of 🟡 is ....
- The number of 🟧 is ....
- The number of 🔺 is ....

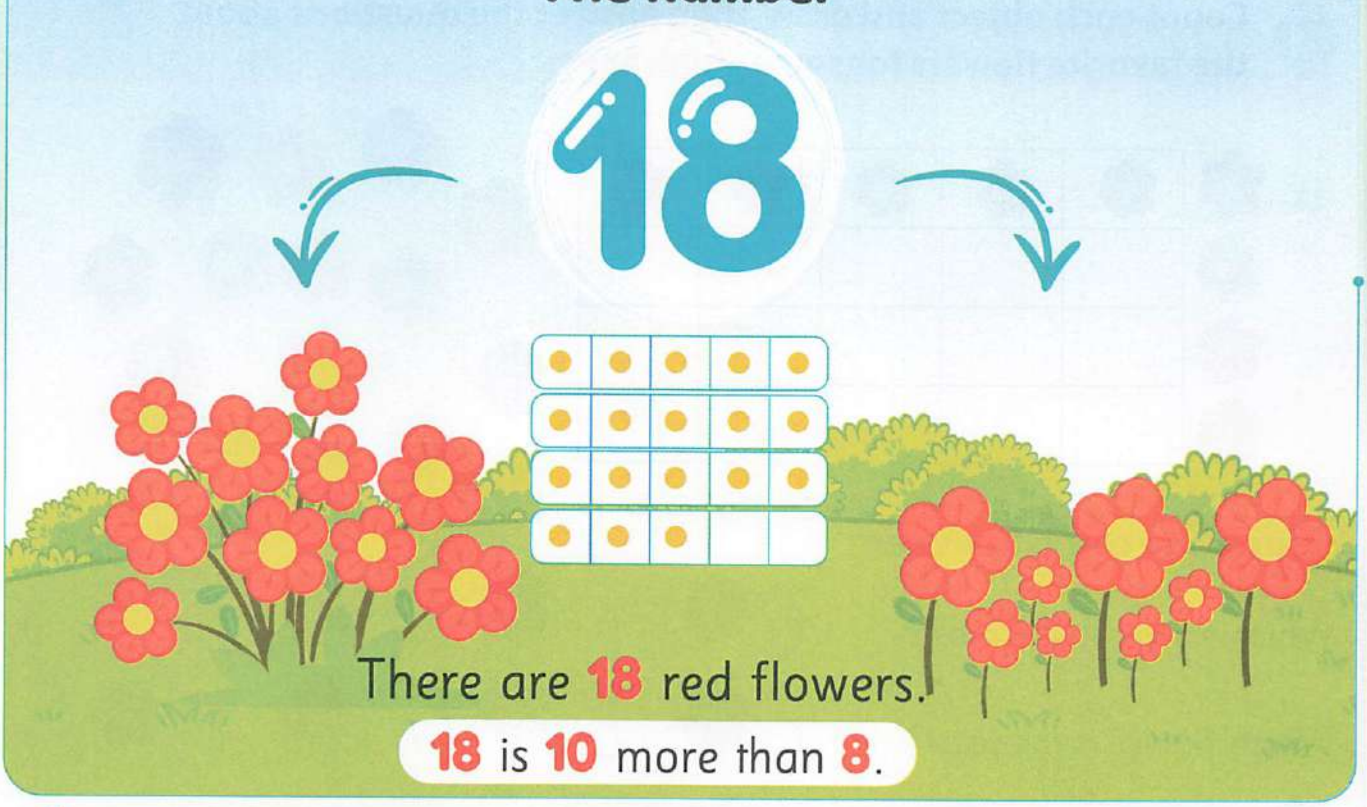

Assess your progress
★★★★★
Need help!
I still need a little help!
I need more practice!
I understand.
Now, I understand well & can help my classmates.

Lessons 28&29

Numbers from 18 to 20

Study

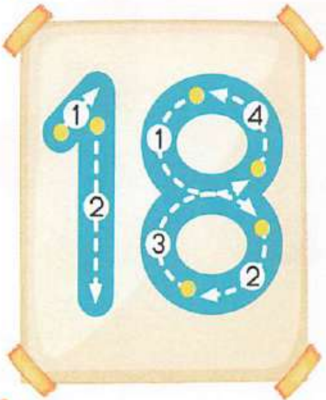
The number

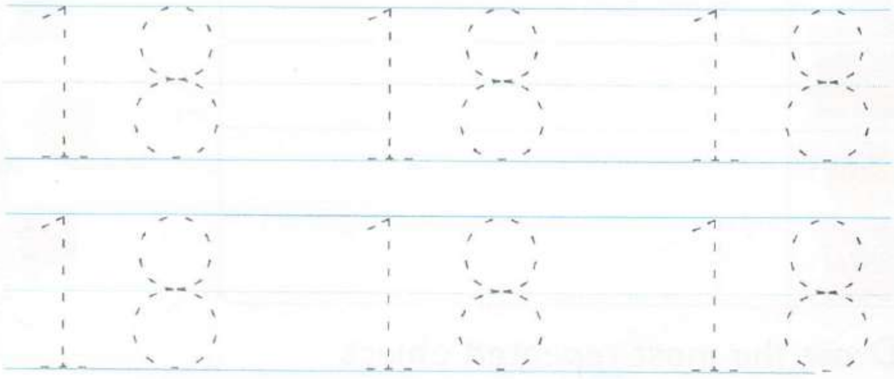


There are **18** red flowers.

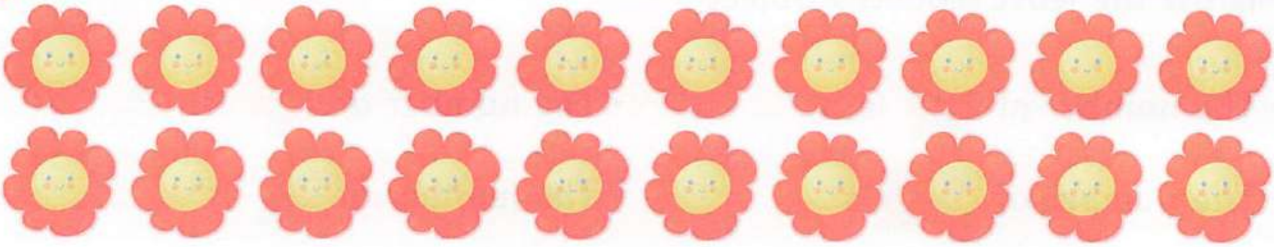
18 is **10** more than **8**.

Trace to write the number 18:





Circle 18 ✿ :



Daily Practice:

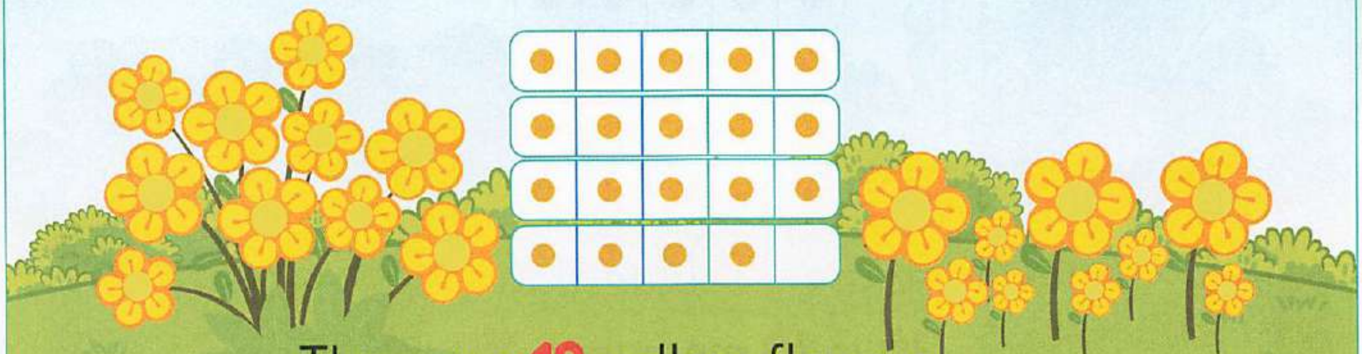
- Ask your child to mention the months that come after and before January.

Vocabulary:

tomorrow, today, yesterday

The number

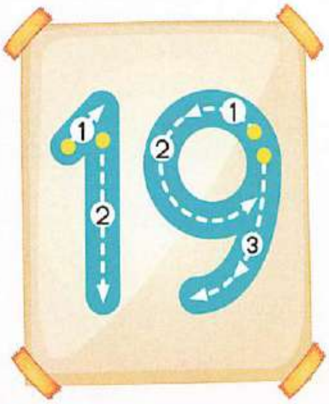
19

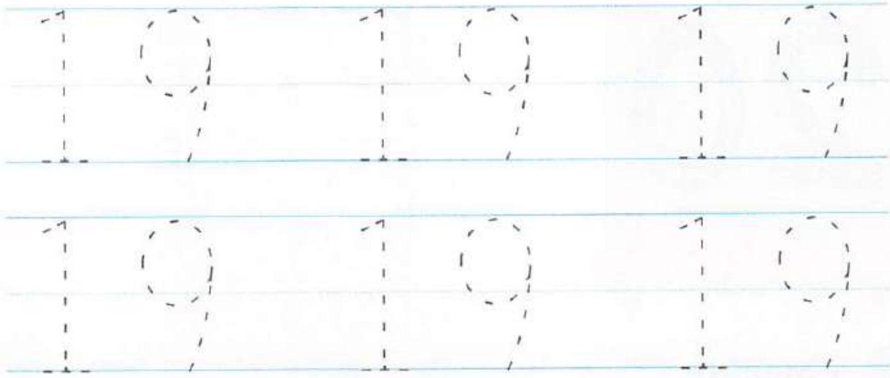


There are **19** yellow flowers.

19 is **10** more than **9**.

Trace to write the number 19:



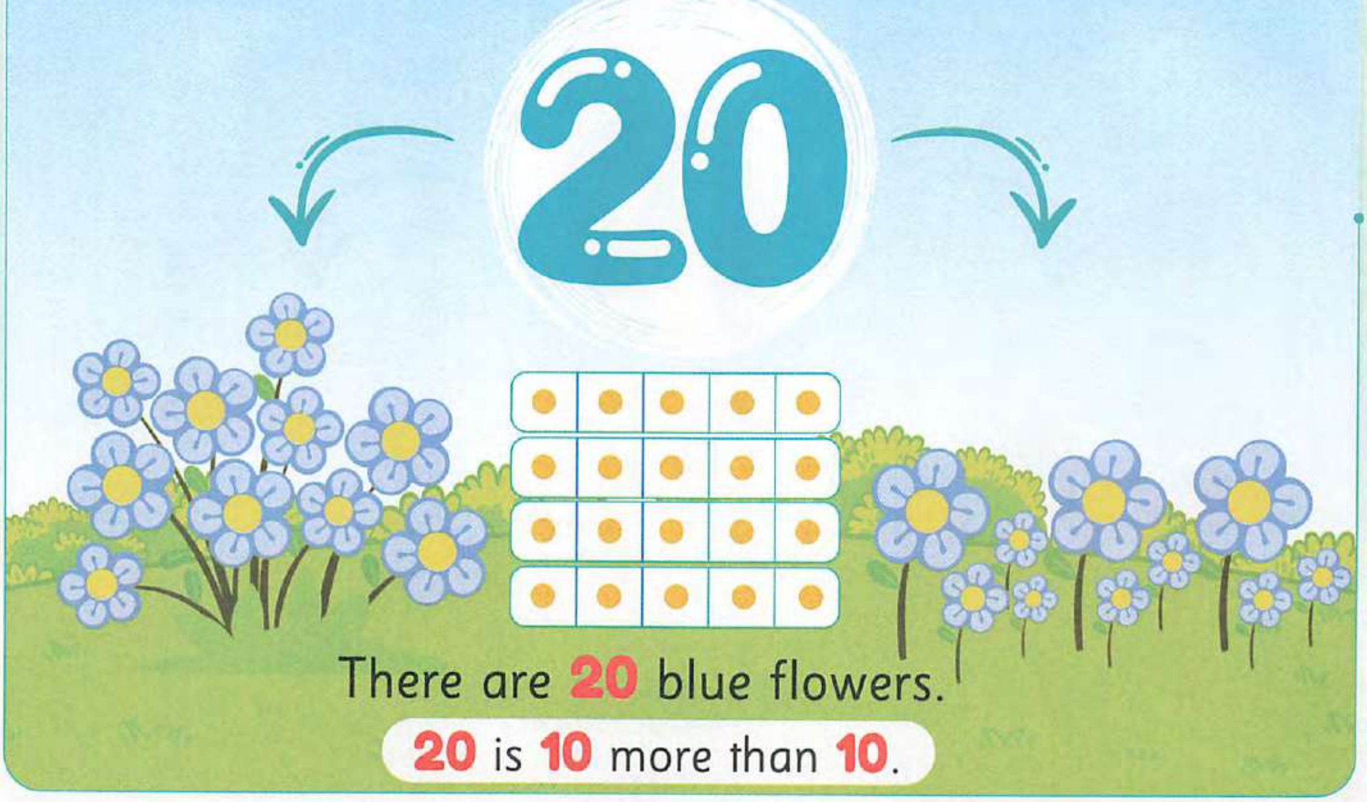


Draw 19 ❀ :

Parents' Tips:

- Help your child trace the number 19 in the correct way.
- Help your child fill the five frames according to the given numbers by drawing inside and not by shading.

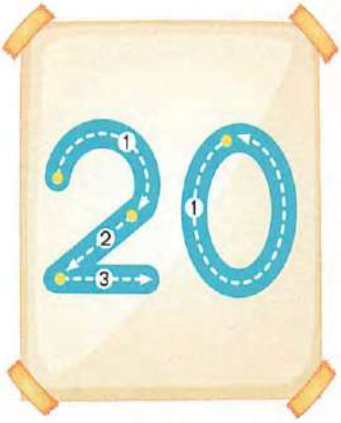
The number 20

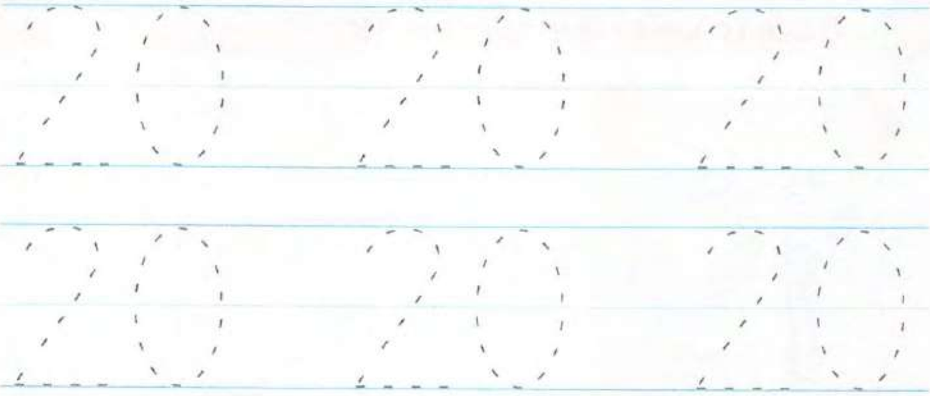


There are **20** blue flowers.

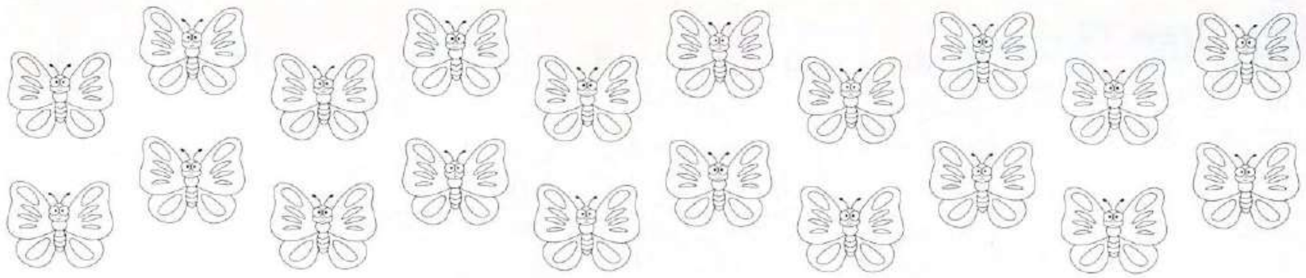
20 is **10** more than **10**.

Trace to write the number 20:





Color 20 :

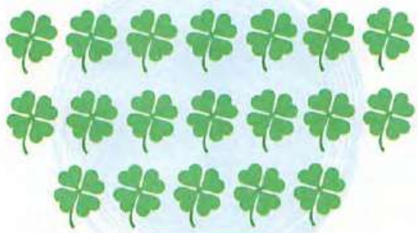


Parents' Tips:

- Help your child trace the number 20 in the correct way.
- Ensure that your child fills the number 20 on the five frames by drawing dots.

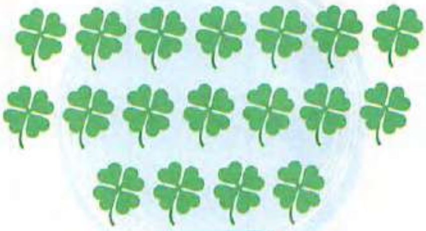
Practice

1 Count, then put (<, > or =):

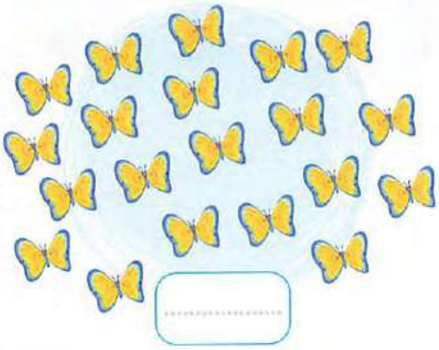


....

○

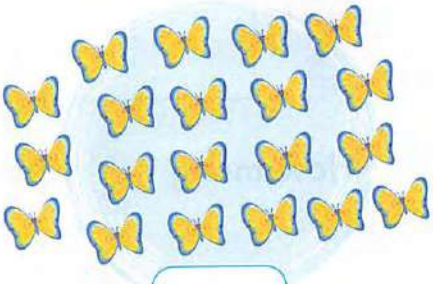


....

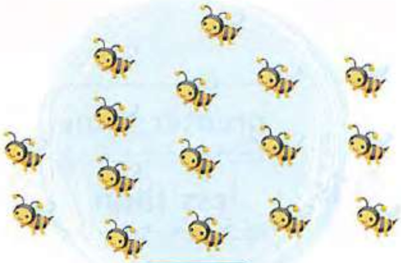


....

○

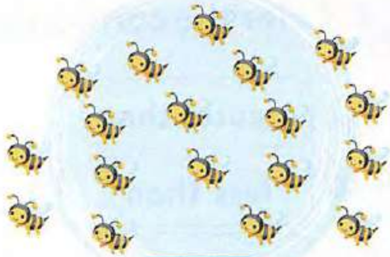


....



....

○



....

2 Notice the number line and complete the missing numbers:

0 1 ...... 3 ...... 5 6 ...... 8 9 ...... 11 ...... 13 14 .... 17 18 20

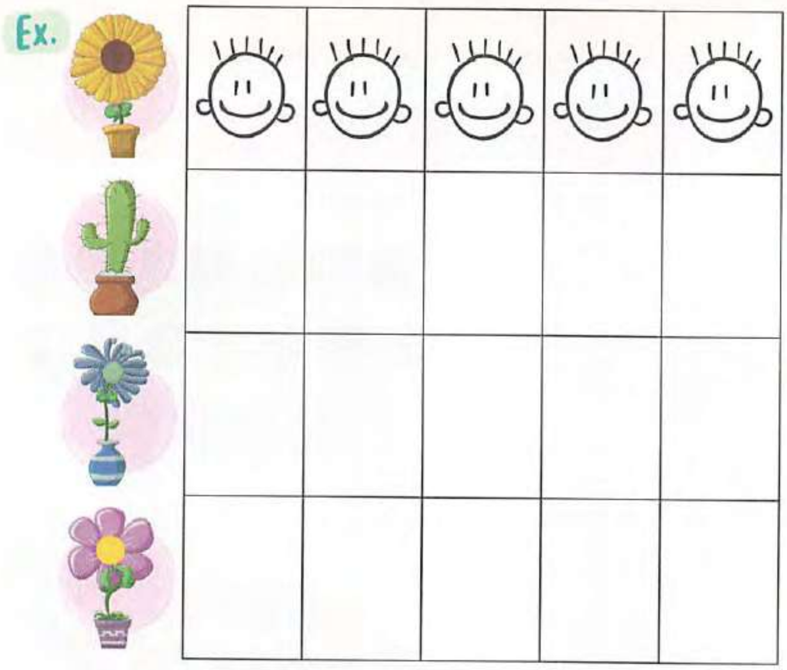
...... 1 2 ...... 4 ...... 6 ...... 8 ...... 10 ...... 12 ...... 14 ...... 16 17 ...... 19 20

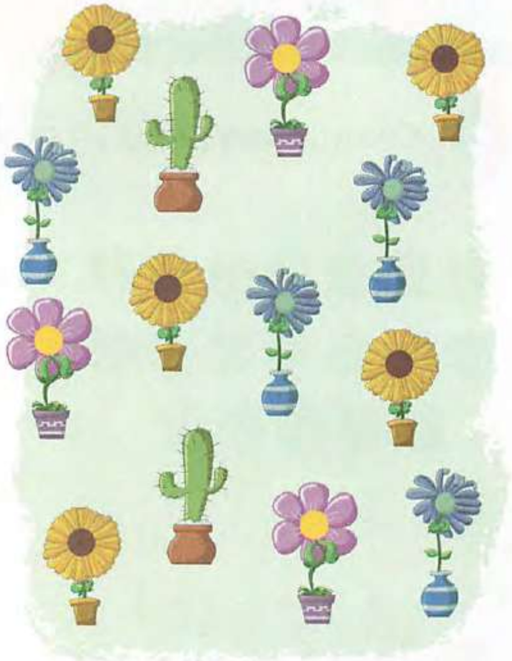
Parents' Tips:

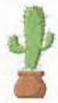
- Help your child count some objects in order correctly.
- Help your child compare between two numbers.

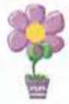
③ Draw 🙂 to complete the picture graph, then answer the questions:

Ex.





How many  are there? ------------------

How many  are there? ------------------

④ Color the correct answer:

14 is
greater than
less than
equal to
15

8 is
greater than
less than
equal to
7

0 is
greater than
less than
equal to
9

16 is
greater than
less than
equal to
6

20 is
greater than
less than
equal to
20

10 is
greater than
less than
equal to
19

Now I can

- read and write numbers 18, 19 and 20.
- count up to 20.

Parents' Tips:

- Ensure that your child can count up to 20.

Test Yourself

1 Fill in the five frames according to the given numbers:

19 **20** **17**

19 is 10 more than ……

20 is 10 more than ……

17 is 10 more than ……

2 Color the number which is just before the given number in red and which is just after in blue:

16

15 11 20 17

19

13 18 14 20

14

10 15 20 13

13

15 14 16 12

10

8 9 11 14

18

19 17 8 20

12

13 11 12 14

15

16 12 14 5

11

13 10 91 12

Assess your progress ★★★★★

○ Need help!

○ I still need a little help!

○ I need more practice!

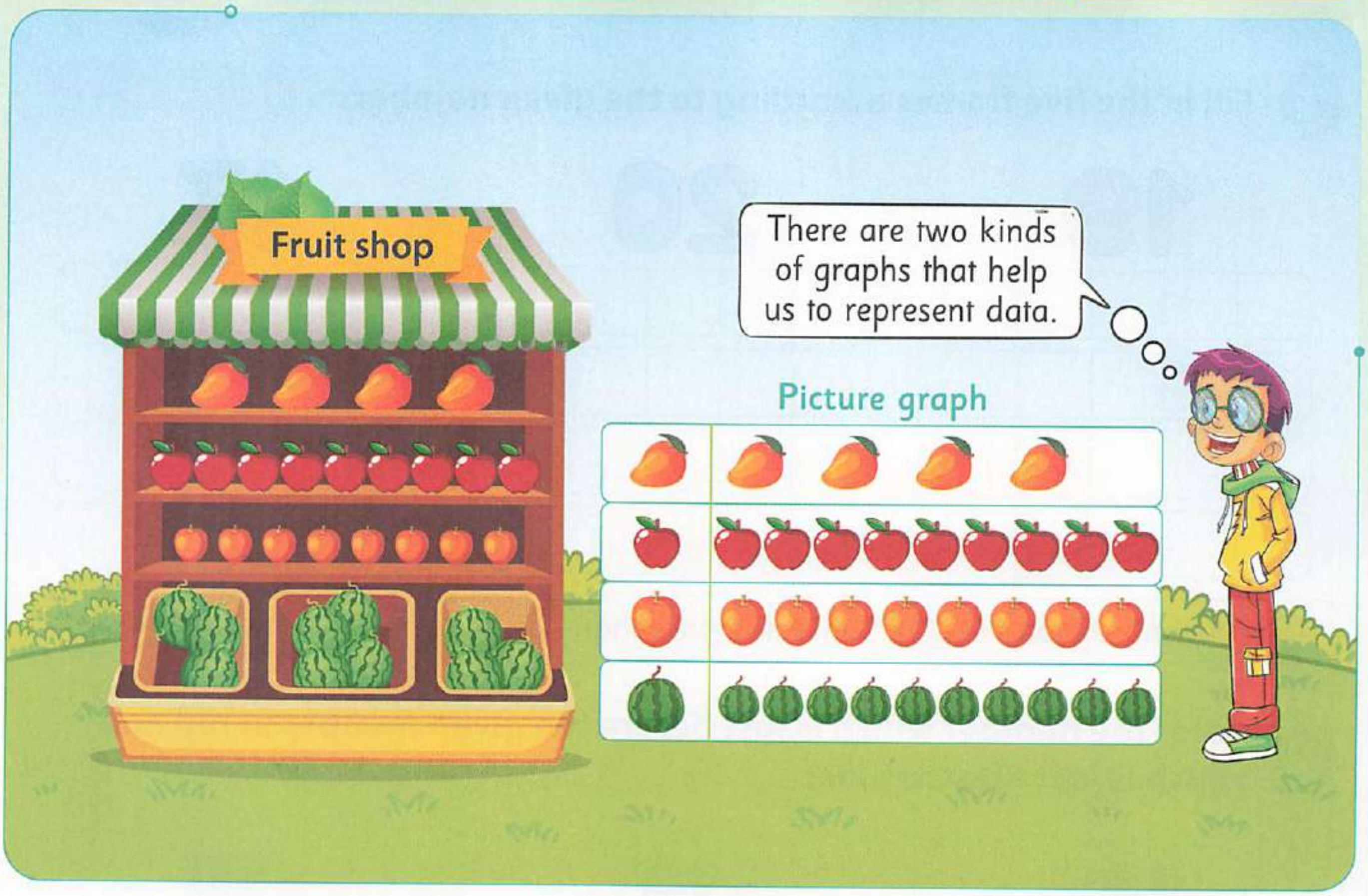
○ I understand.

○ Now, I understand well & can help my classmates.

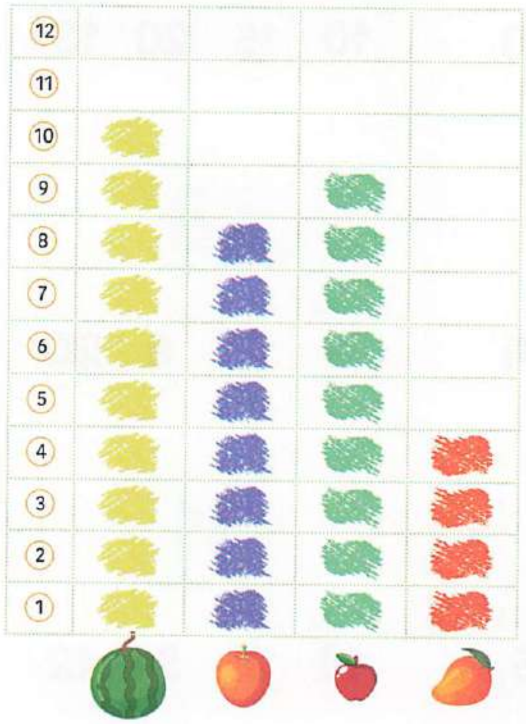
Lesson 30

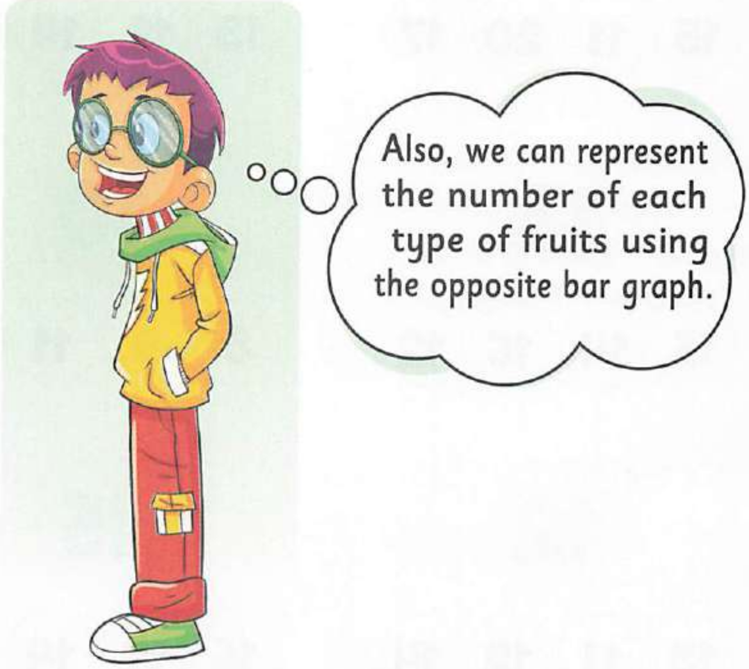
The bar graph

Study


Fruit shop
There are two kinds of graphs that help us to represent data.
Picture graph

Bar graph




Also, we can represent the number of each type of fruits using the opposite bar graph.

Daily Practice:

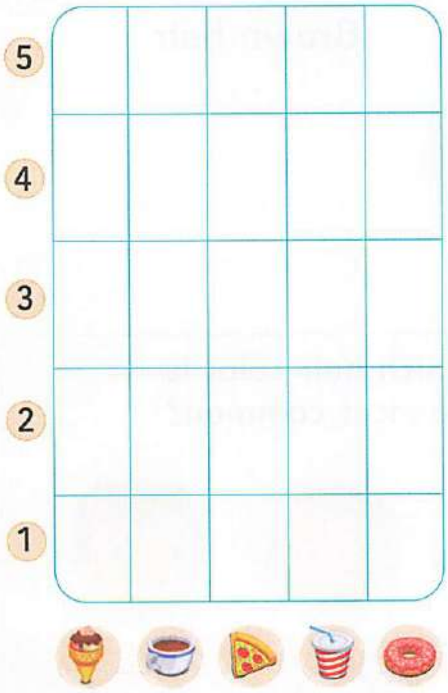
- Ask your child to tell you the day of today and the day before and the day after.

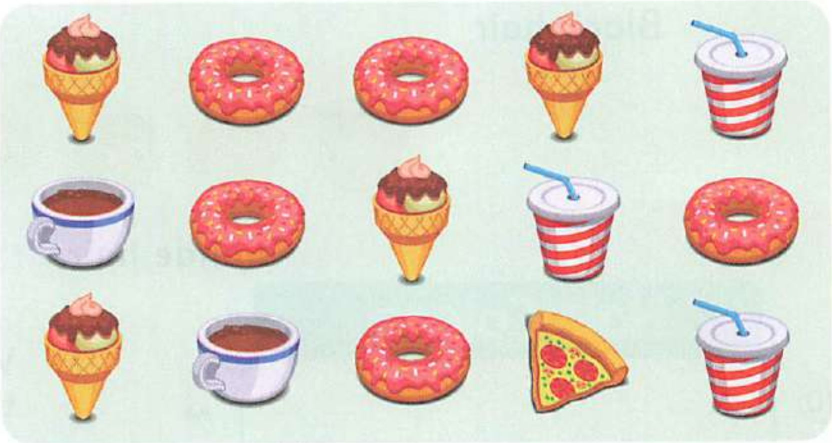
Vocabulary:

bar graph, data

Practice

① Count, then color in the bar graph according to the number of each object:





How many 🥤 are there? ○

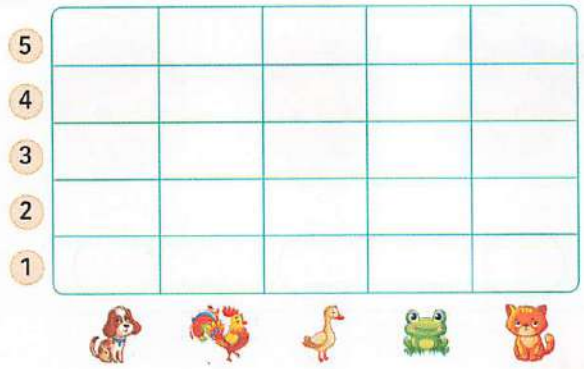
How many 🍕 are there? ○

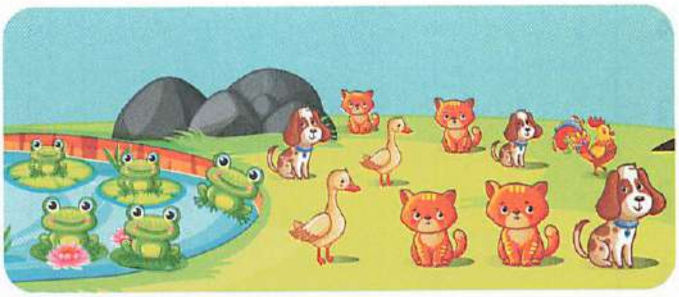
How many ☕ are there? ○

How many 🍦 are there? ○

How many 🍩 are there? ○

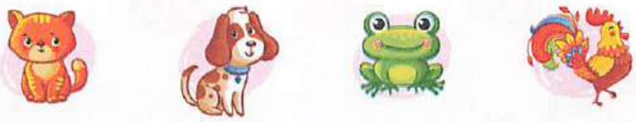
② Count, then color to represent data by a bar graph, then answer:



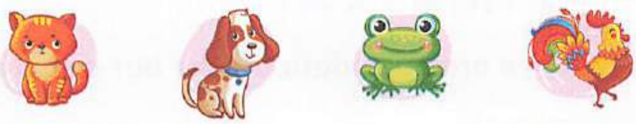


Tick (✓) the correct animal:

- The animal that has the greatest number.



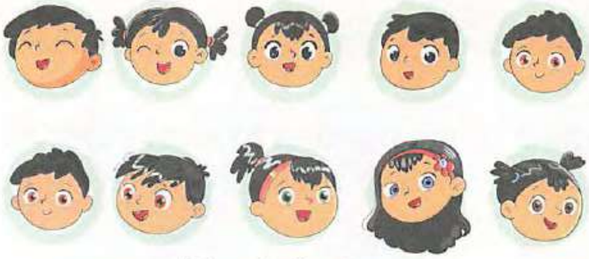
- The animal that has the least number.



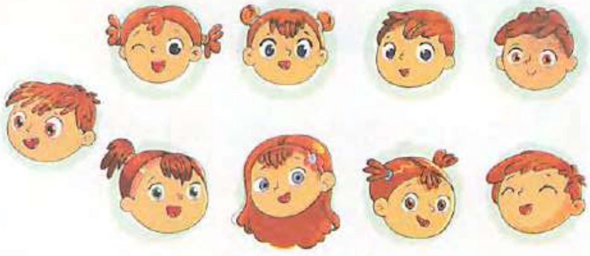
Parents' Tips:

- Help your child learn to organize items into different categories by the pictograph and bar graph.

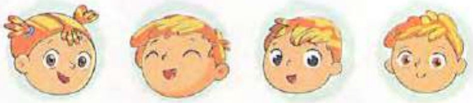
③ Look at the pictures and organize them in the bar graph, then answer:



Black hair

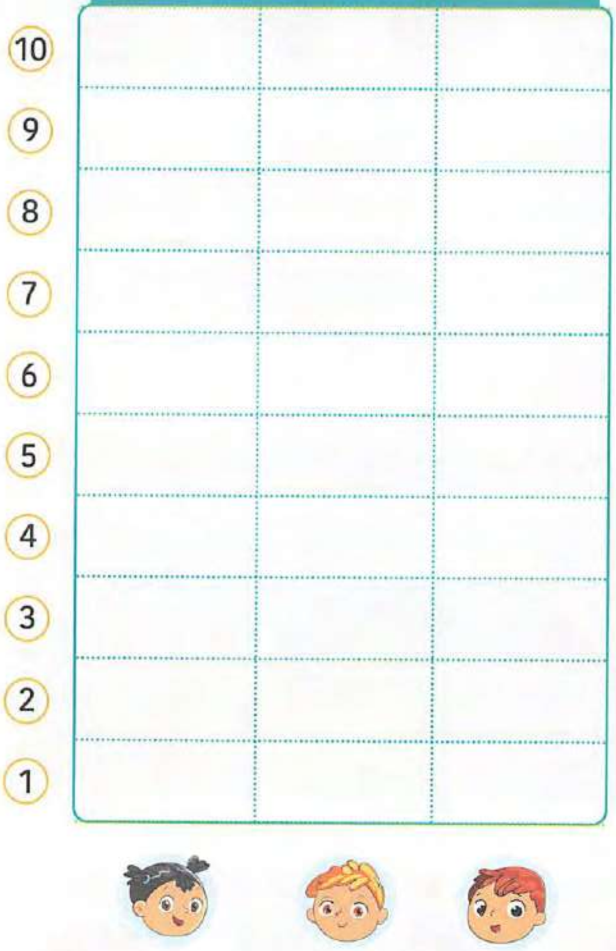


Brown hair

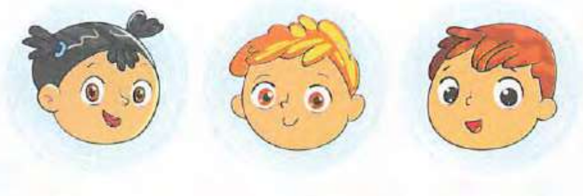


Blonde hair

Hair Colors

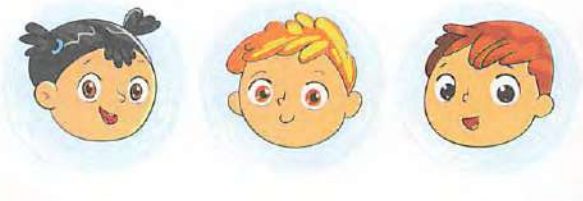


Which hair color is the most common?



○ ○ ○

Which hair color is the least common?



○ ○ ○

Now I can

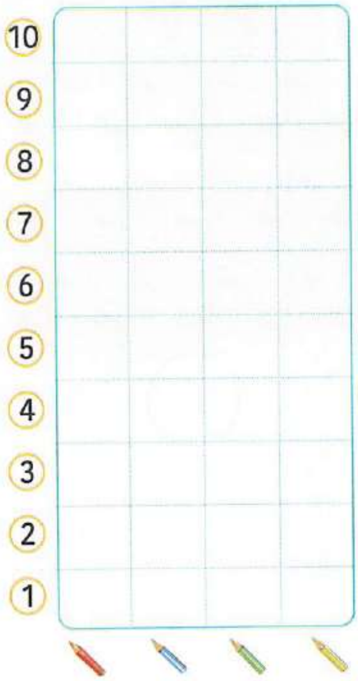
- organize data on the bar graph and answer questions about these data.

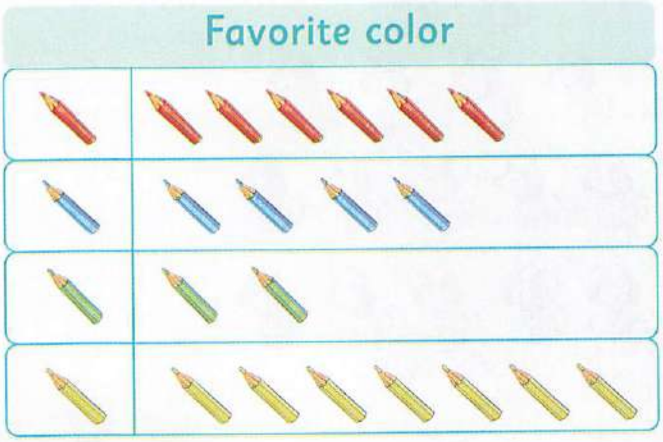
Parents' Tips:

- Help your child represent data using the bar graph.

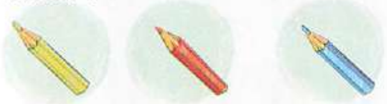
Test Yourself

① **Look at the picture graph and represent its data in the bar graph, then answer the questions:**

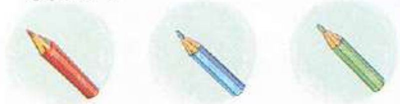




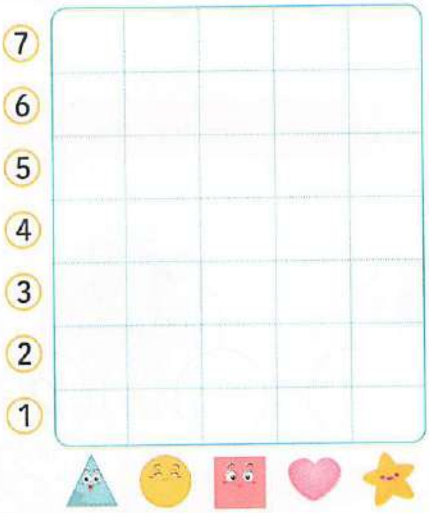
- What's the most favorite color?

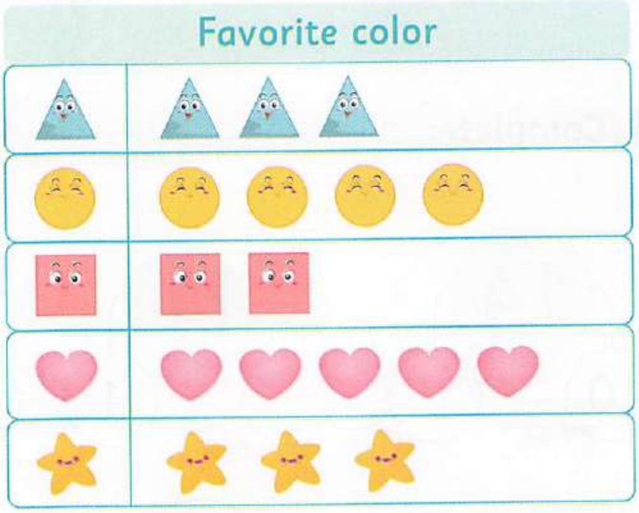


- What's the least favorite color?



② **The given picture graph shows the favorite shape for some students in a class, represent these data on the bar graph, then answer the following:**





- Put (>, <, or =) to compare the number of objects:

▲ .... ★

♥ .... ■

▲ .... ●

Assess your progress
★★★★★

Need help!

I still need a little help!

I need more practice!

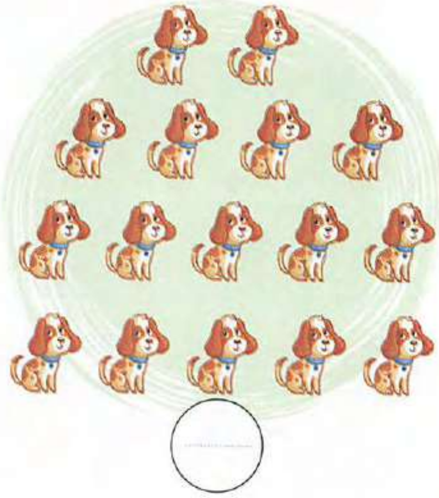
I understand.

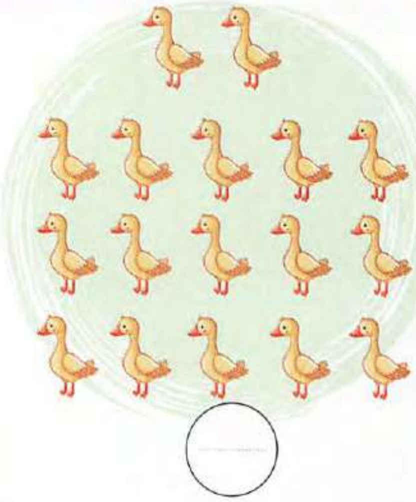
Now, I understand well & can help my classmates.

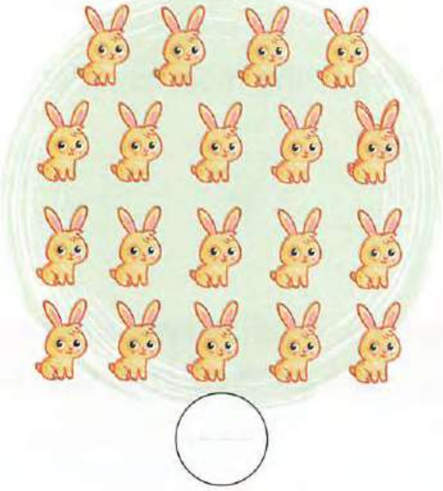
General Practice

Chapter 4

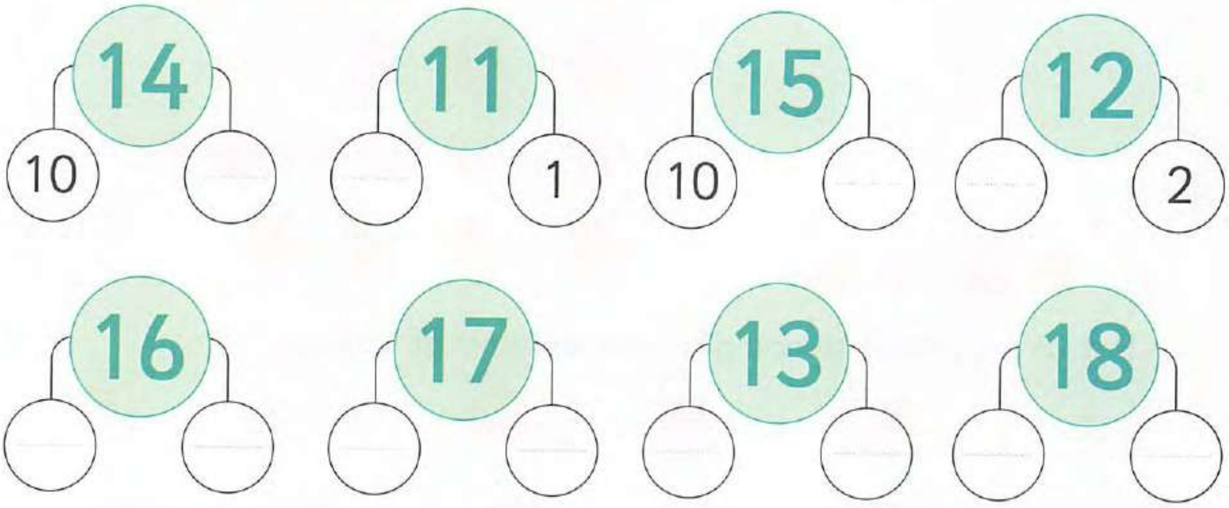
1 Count objects in each group and write the number:





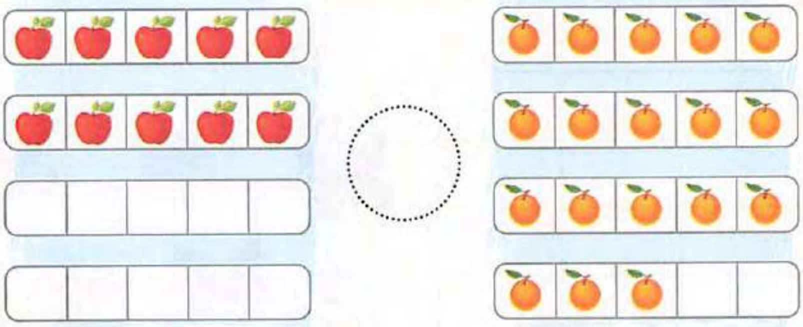


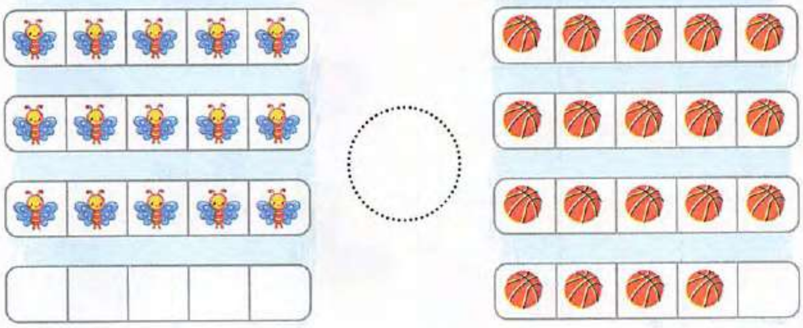
2 Complete:

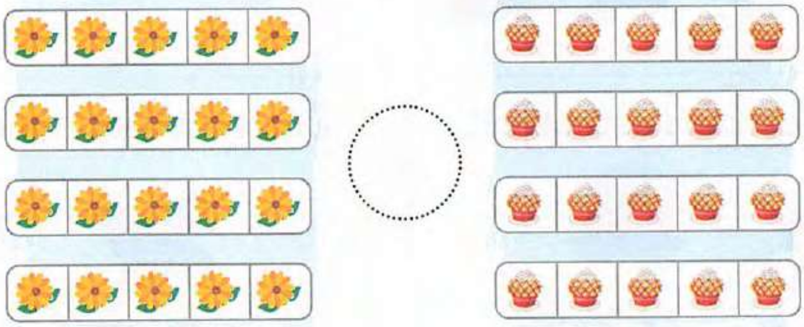


14
10
11
1
15
10
12
2
16
17
13
18

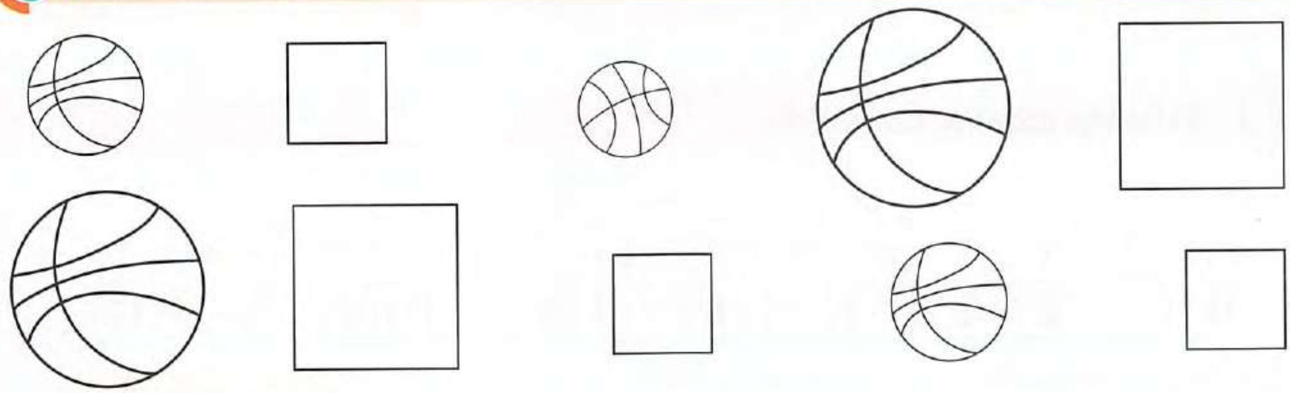
3 Count, then put the suitable sign (<, > or =):



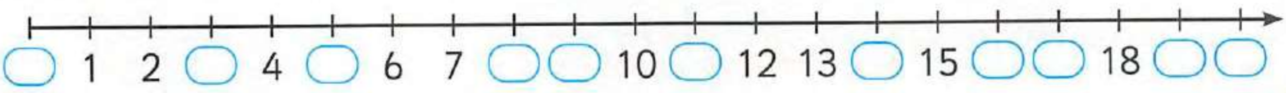




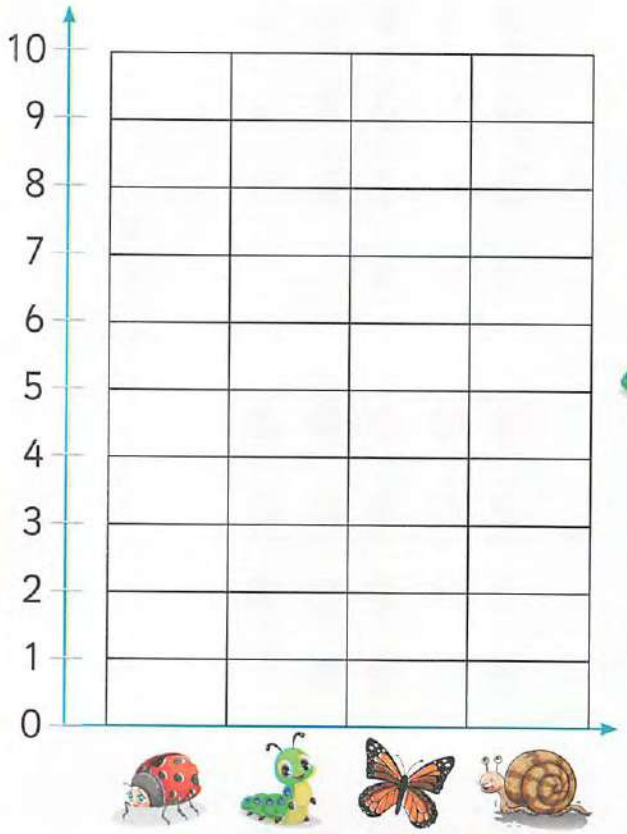
4 Color the objects with the same size and the same shape in the same color:

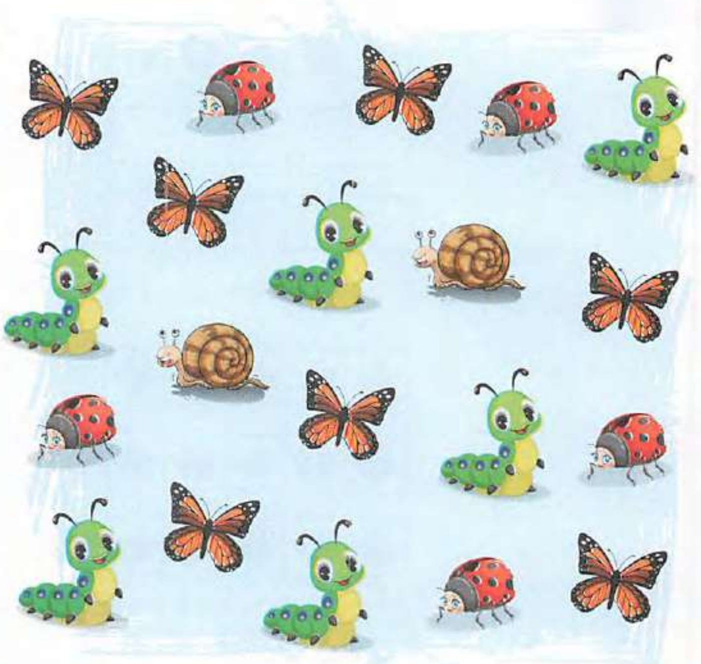


5 Complete the missing numbers on the number line:

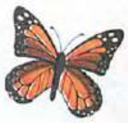

◯ 1 2 ◯ 4 ◯ 6 7 ◯ ◯ 10 ◯ 12 13 ◯ 15 ◯ ◯ 18 ◯ ◯

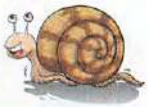
6 Count each object and color in the bar graph:

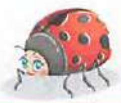


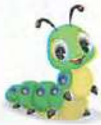


Circle the most repeated object.

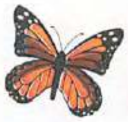


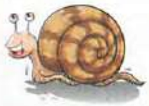


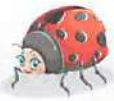


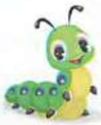


Circle the least repeated object.







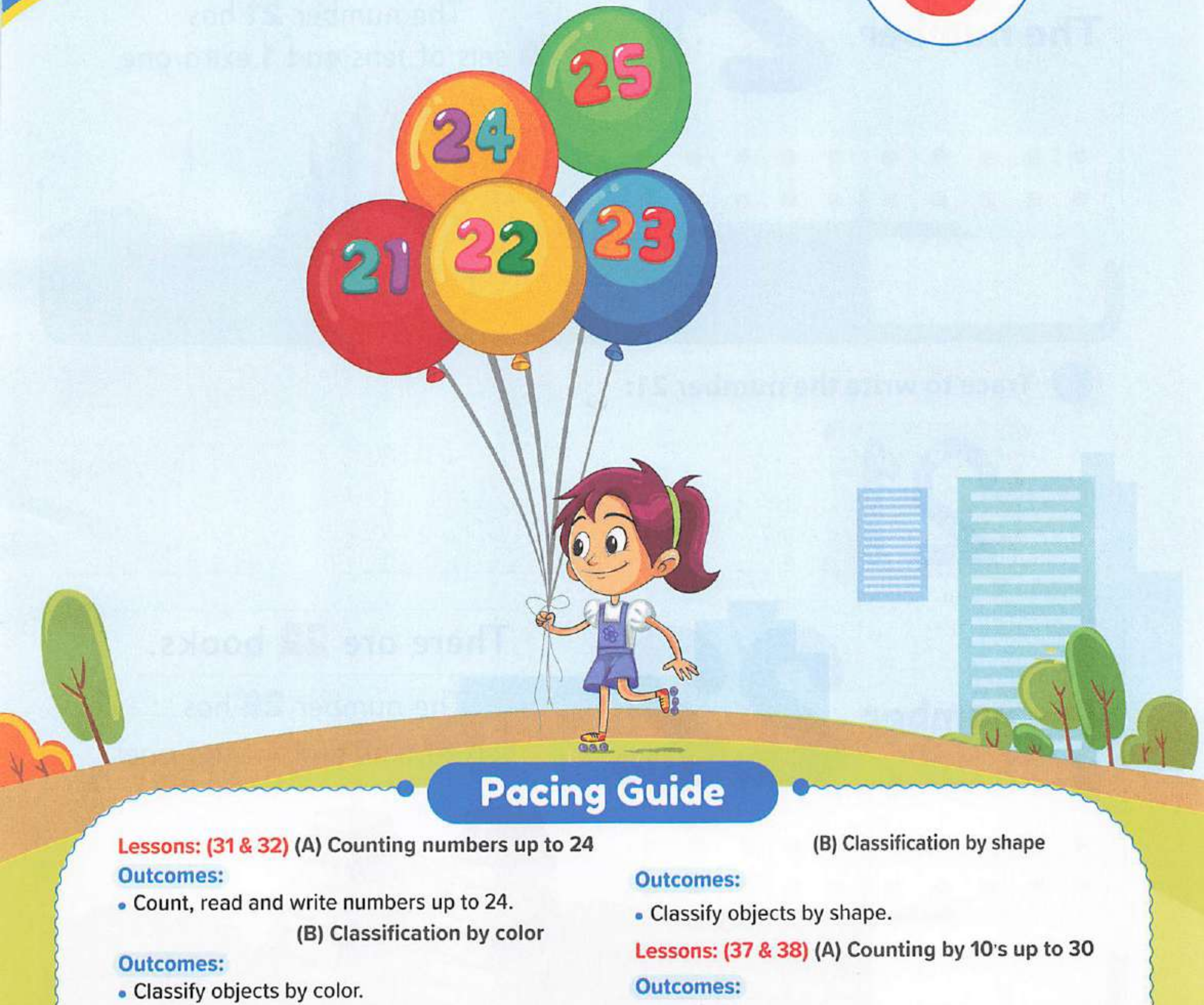


7 Write the missing numbers:

0 ...... 2 3 .... 6 ...... 8 ...... 10 13

14 ...... 16 .... 19 ......

Chapter 5



Pacing Guide

Lessons: (31 & 32) (A) Counting numbers up to 24

Outcomes:

- Count, read and write numbers up to 24.

(B) Classification by color

Outcomes:

- Classify objects by color.

(C) Adding within 10 using pictures and objects

Outcomes:

- Add within 10 using pictures and objects.

Lessons: (33 & 34) (A) Counting numbers up to 27

Outcomes:

- Count, read and write numbers up to 27.

(B) Addition story problems

Outcomes:

- Add within 10 to solve word problems.

Lessons: (35 & 36) (A) Counting numbers up to 30

Outcomes:

- Count, read and write numbers up to 30.

(B) Classification by shape

Outcomes:

- Classify objects by shape.

Lessons: (37 & 38) (A) Counting by 10's up to 30

Outcomes:

- Count by tens and ones up to 30.

(B) Classification by size

Outcomes:

- Classify objects by size.

(C) More addition problems

Outcomes:

- Add within 10 using more strategies.

Lessons: (39 & 40) Components of 10

Outcomes:

- Recognize components of 10.
- Add to make 10 using different strategies.

Lessons
31&32

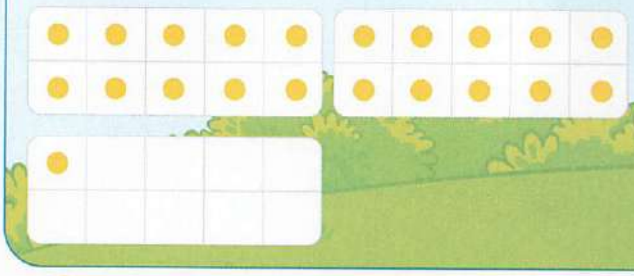
(A) Counting numbers up to 24

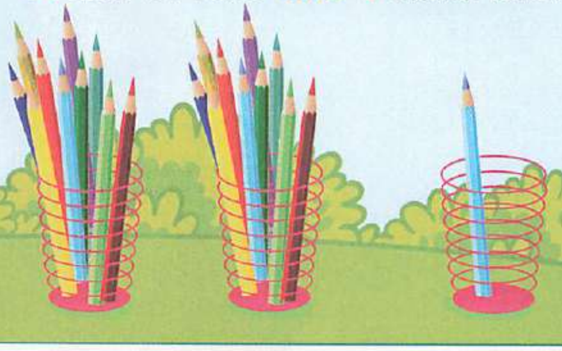
Study

The number 21

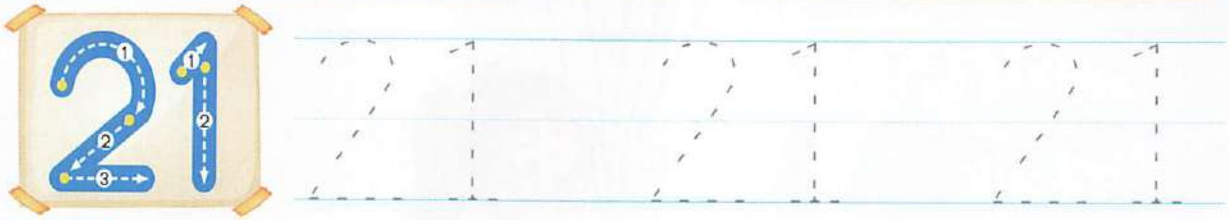
There are **21** crayons.

The number **21** has
2 sets of tens **and** **1** extra one.





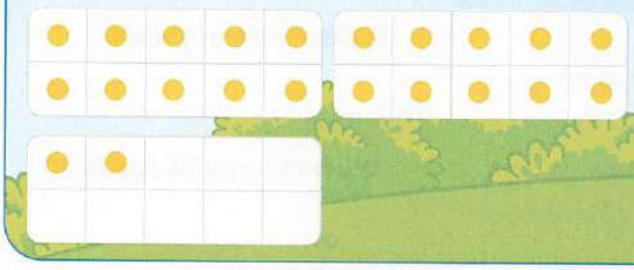
Trace to write the number 21:

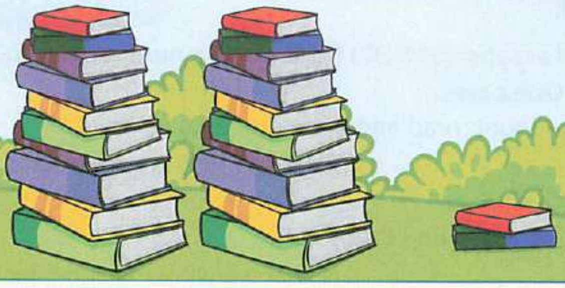


The number 22

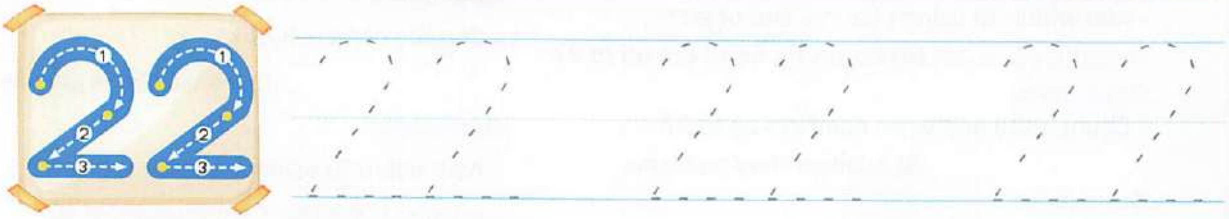
There are **22** books.

The number **22** has
2 sets of tens **and** **2** extra ones.





Trace to write the number 22:



Daily Practice:

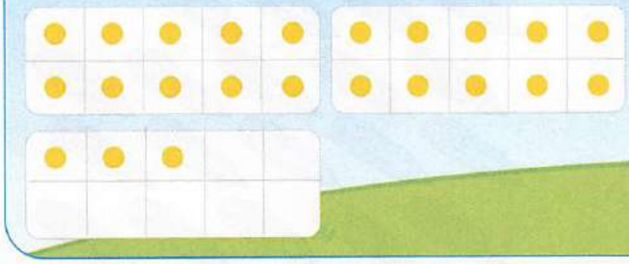
- Ask your child to count how many days he/she has been in school, then ask him/her to draw a circle around the day he/she spent in the school.

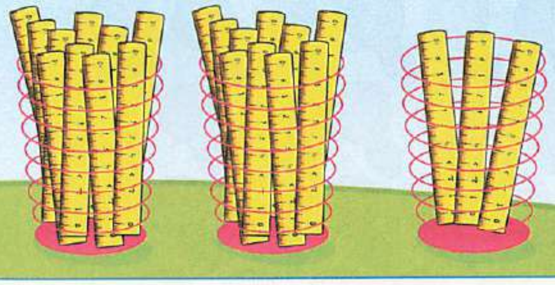
Vocabulary: ten frame

The number 23

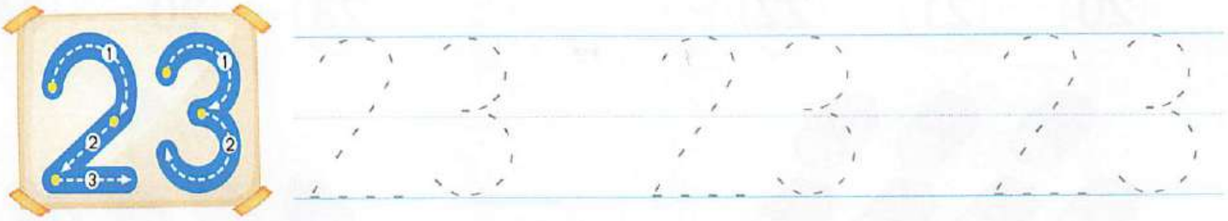
There are **23** rulers.

The number **23** has
2 sets of tens **and** **3** extra ones.





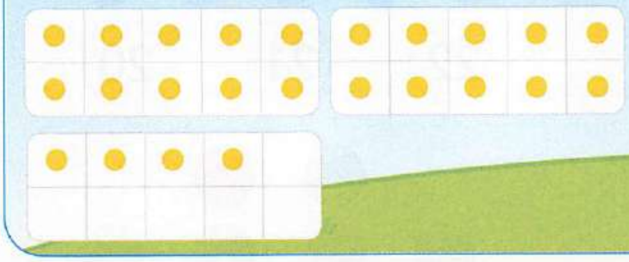
Trace to write the number 23:

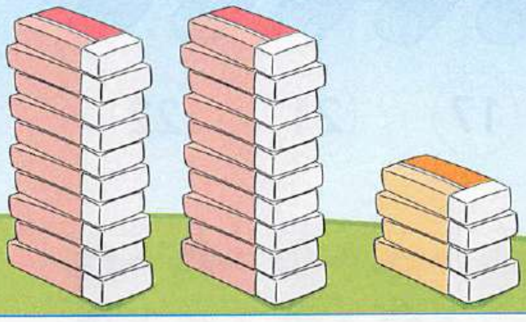


The number 24

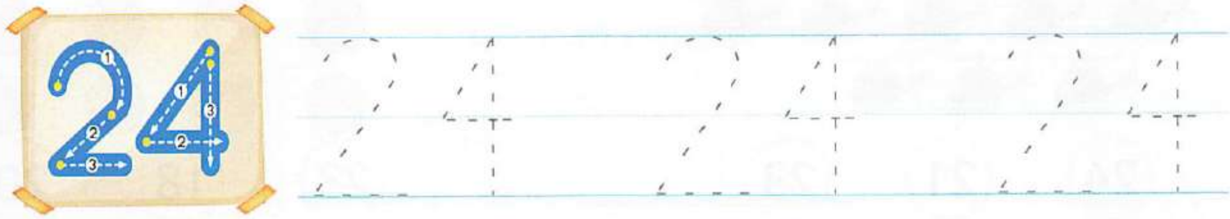
There are **24** erasers.

The number **24** has
2 sets of tens **and** **4** extra ones.





Trace to write the number 24:

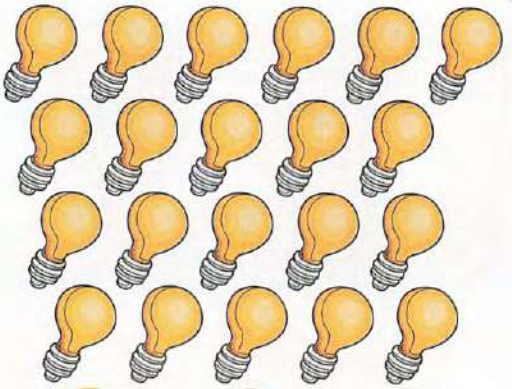


Parents' Tips:

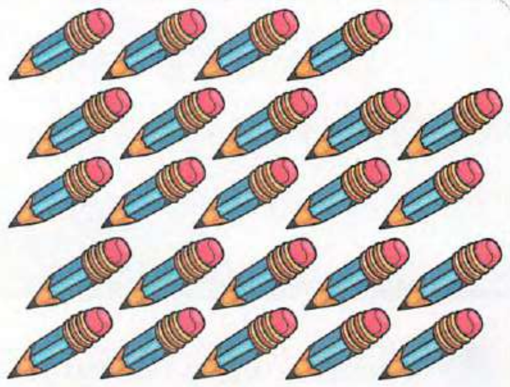
- Help your child recognize numbers 21, 22, 23 and 24, then ask him/her to read and write them.
- Use marbles and cube game to count from 1 to 24.
- Let your child know that the 10 frame helps us count bigger numbers more quickly than 5 frame.

Practice

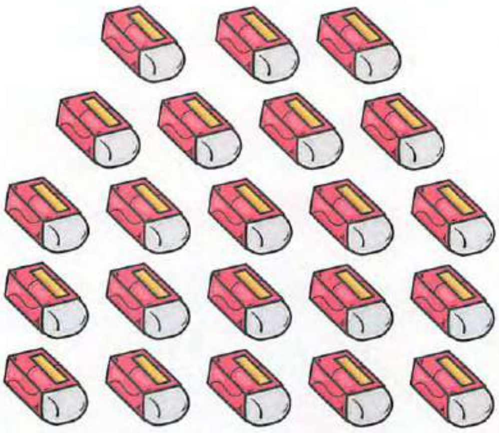
① **Count objects in each group, then color the correct number:**



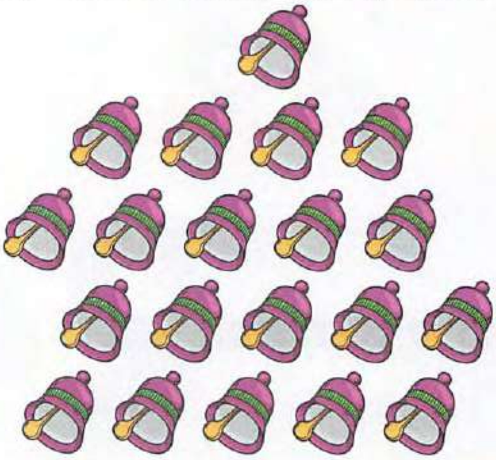
20 21 22



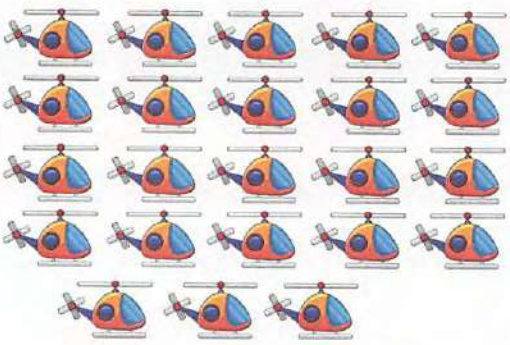
23 20 24



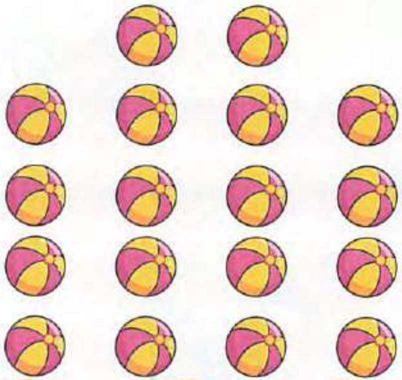
17 21 22



22 21 20



24 21 23

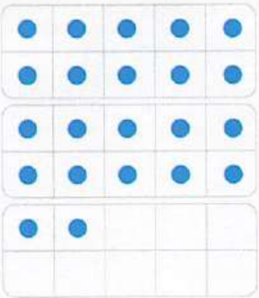


23 18 20

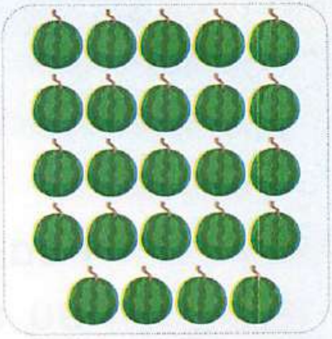
Parents' Tips:

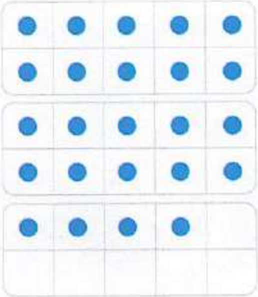
- Help your child count by using beans or macaroni up to 22.

② Match:

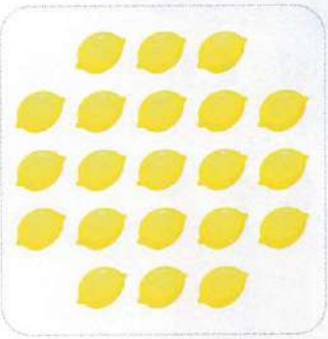

○

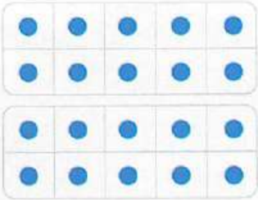
23

○


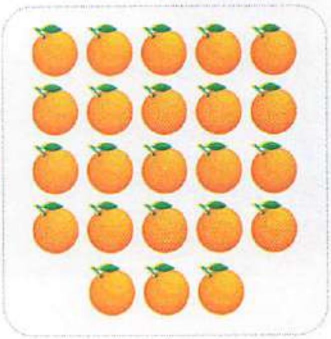

○

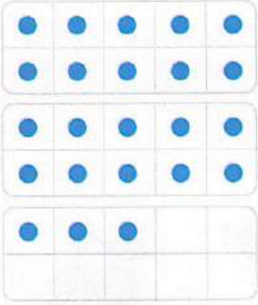
20

○


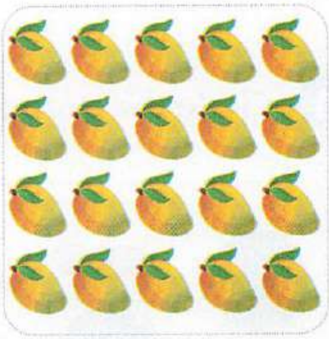

○

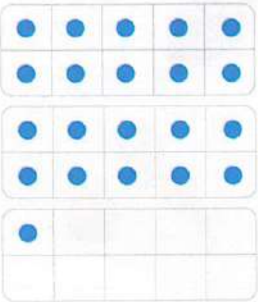
22

○


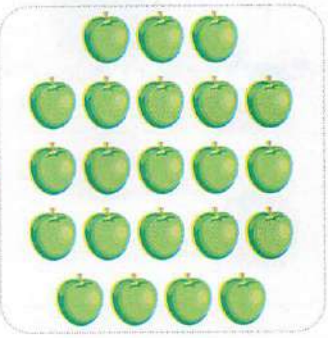

○

24

○



○

21

○


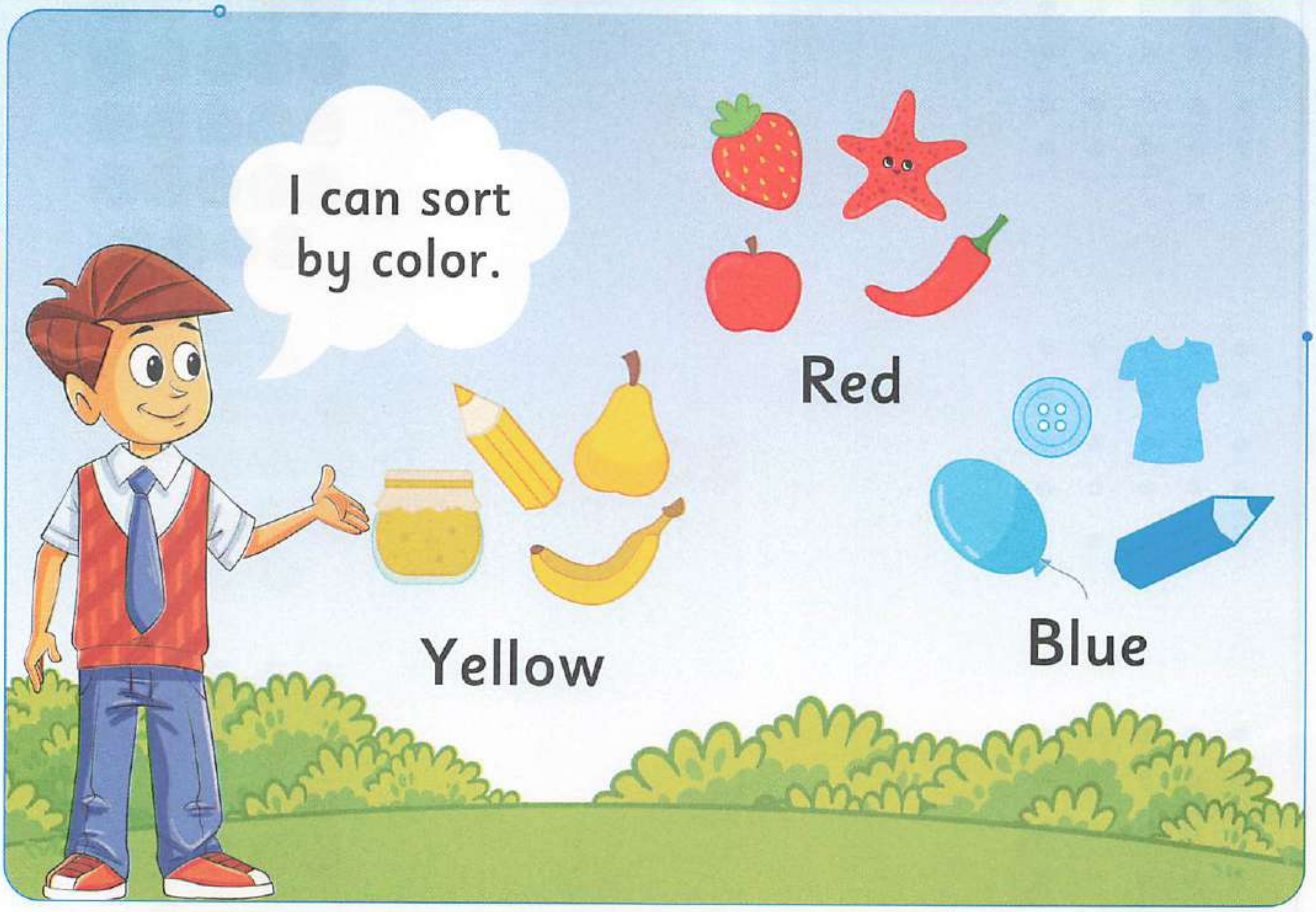
Parents' Tips:

- Help your child to recognize numbers from 21 to 24, then ask him/her to write them.

Lessons
31&32

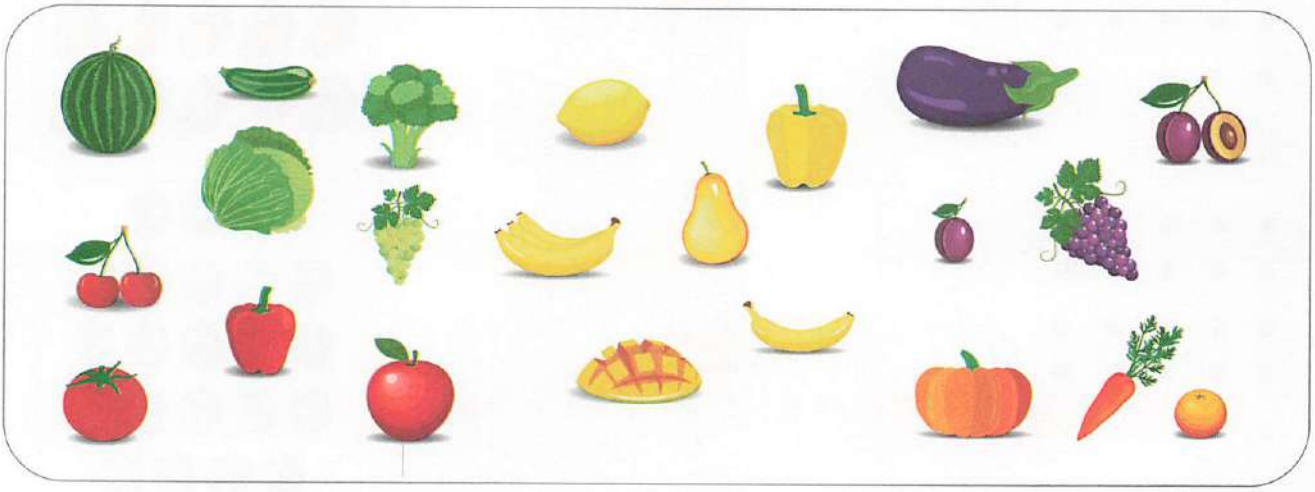
(B) Classification by color

Study


I can sort by color.
Red
Yellow
Blue

Practice

1 **Circle the group of objects of the same color:**

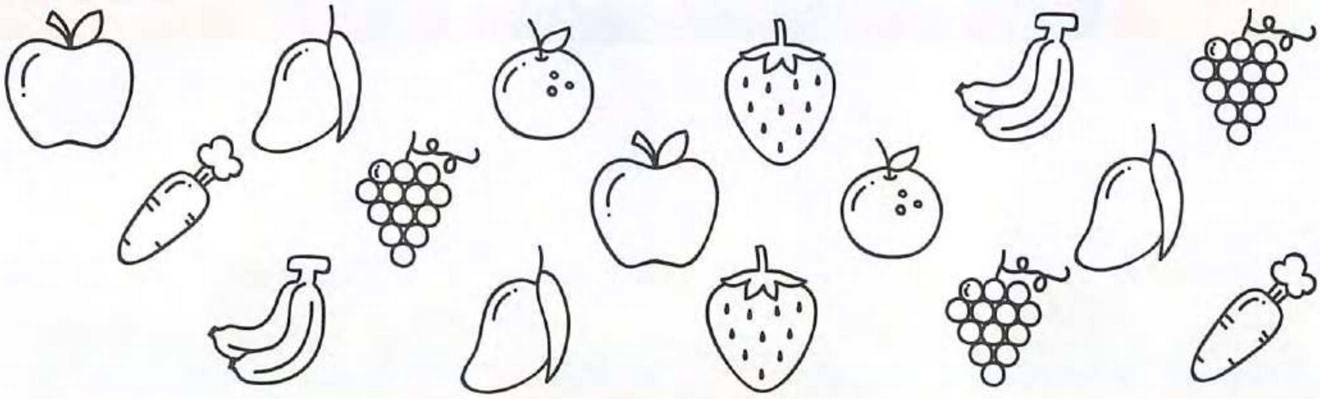


Daily Practice:

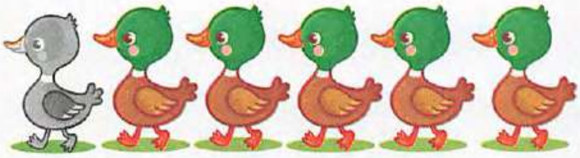
- Ask your child to mention the months which have 31 days, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: classify, color

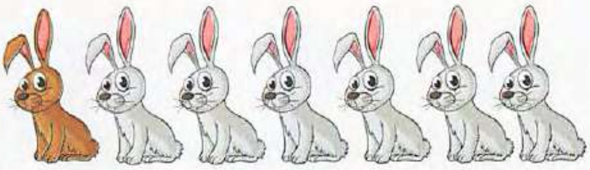
2 Color the same objects in the same color:



3 Count the number of objects with the same color in each group, then write:



....



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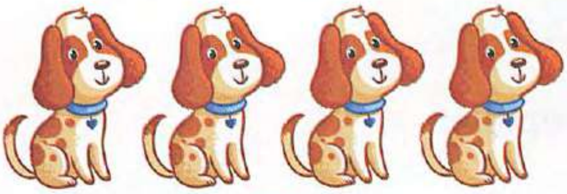
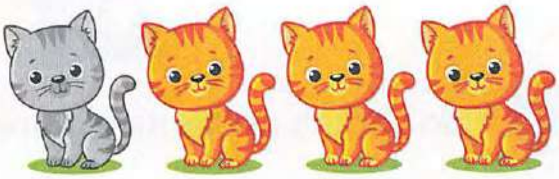


....



....

4 Draw as required:

8 ☆ in yellow

10 ♡ in red

15 🍃 in green

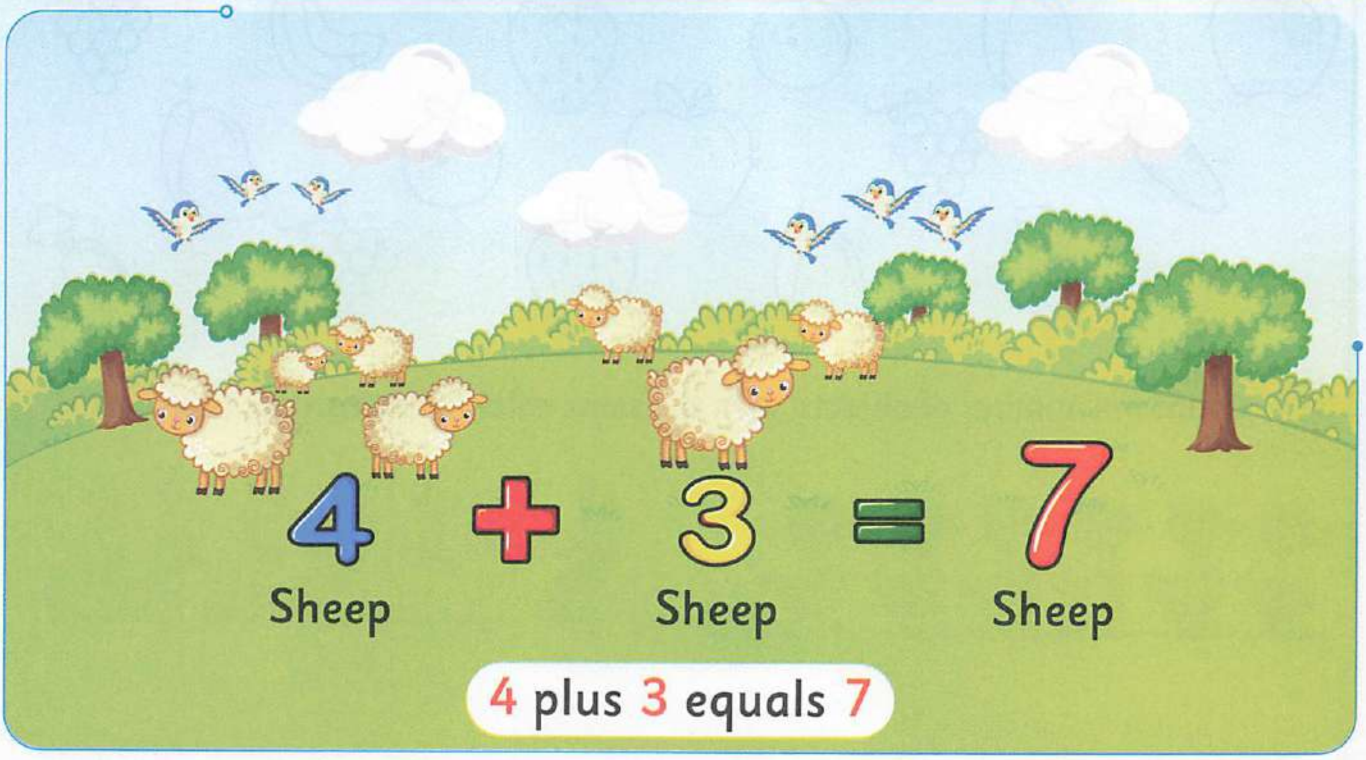
Parents' Tips:

- Ask your child to sort some real objects by color.

Lessons
31&32

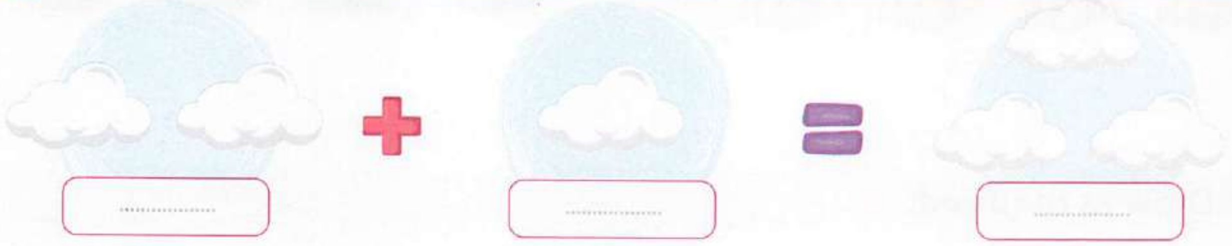
(C) Adding within 10 using pictures and objects

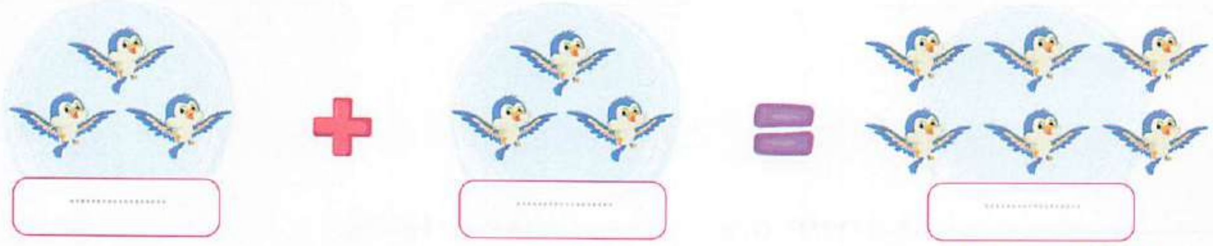
Study

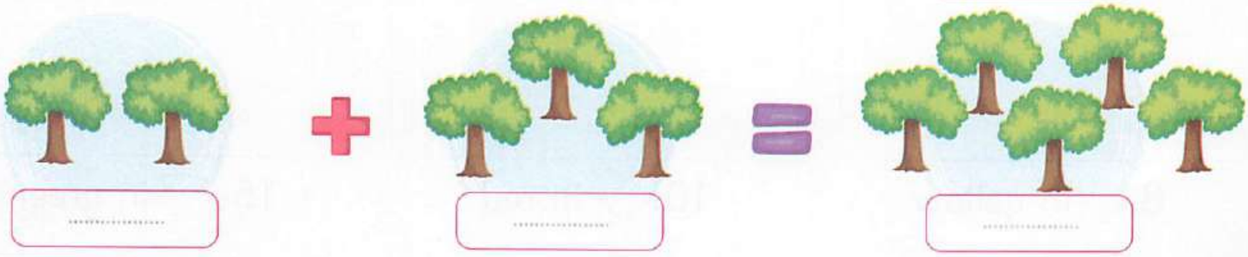

4 + 3 = 7
Sheep
Sheep
Sheep
4 plus 3 equals 7

Practice

1 **Look at the previous picture and complete:**





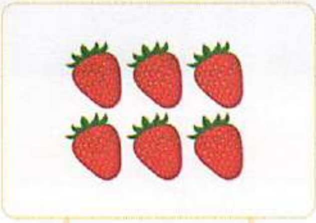
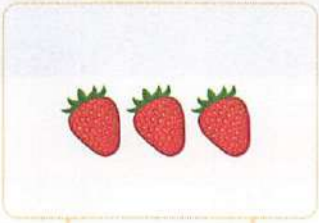
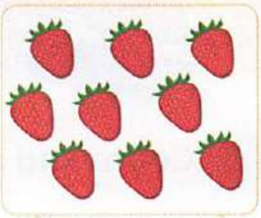


Daily Practice:

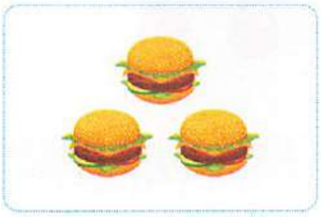
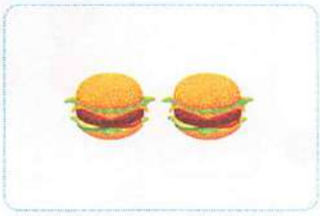
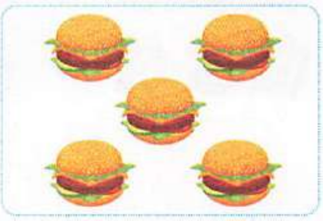
- Ask your child to mention the day of today and the day that comes before and after it, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: add , plus (+) , equals (=)

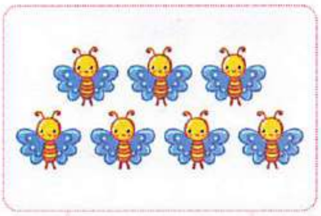
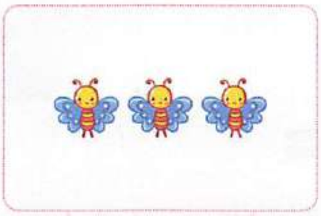
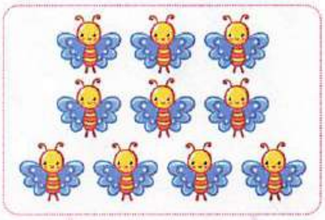
② Count, write the numbers and add:

.... + ... = ...

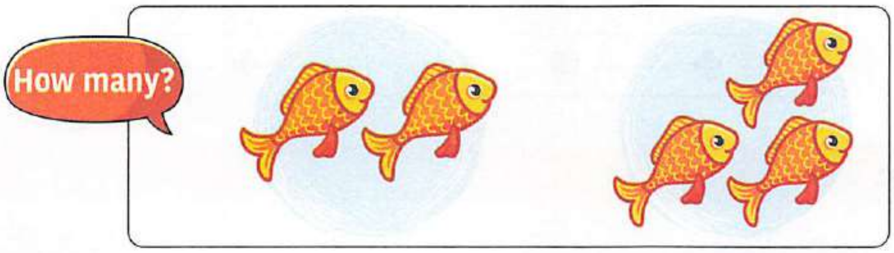




.... + ... = ...

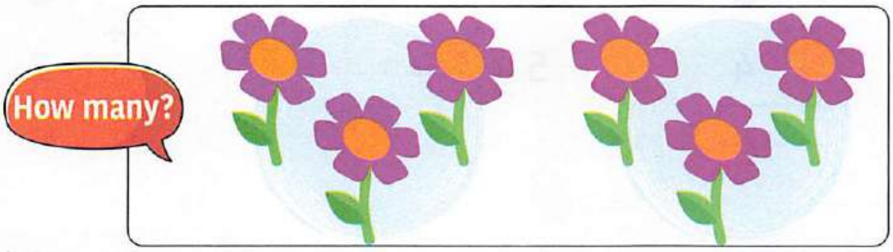
.... + ... = ...

③ Add, then write the number:



= .... + ...

....



= .... + ...

....

Now I can

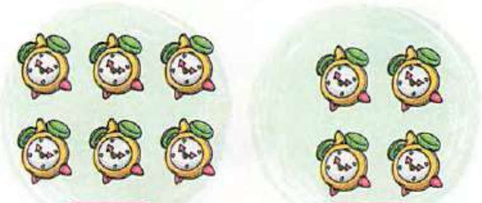
- read and write numbers up to 24.
- classify objects by color.
- add within 10.

Parents' Tips:

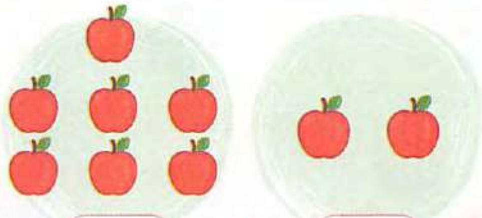
- Help your child add groups by using his/her fingers.
- Let your child know that adding two sets of objects means we put all the objects of the sets together and count them, then help him/her know that we use (+) to add two sets together and (=) to show us the total number of all objects.

Test Yourself

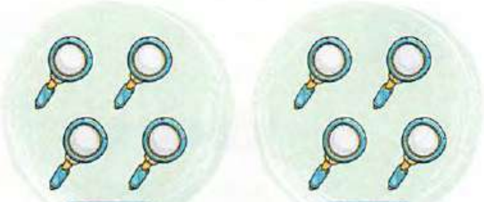
1 Count and answer:



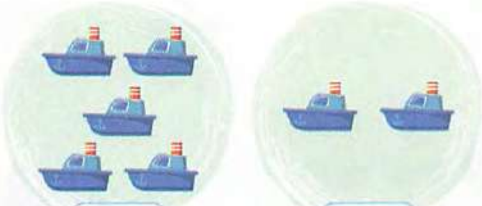
.... + ... = ...



.... + ... = ...



.... + ... = ...



.... + ... = ...

2 Count the number of dots in each frame, then add:

| ● | ● | ● | ● | ● | (........)

| ● | ● | | | | (........)

.... + ... = ...

| ● | ● | ● | ● | | (........)

| ● | ● | | | | (........)

.... + ... = ...

| ● | ● | ● | ● | ● | (........)

| ● | ● | ● | ● | | (........)

.... + ... = ...

3 Add and complete:

2 + 3 = ...

$$\begin{array}{r} 3 \\ +\quad 4 \\ \hline \ldots\ldots \end{array}$$

5 + 1 = ...

$$\begin{array}{r} 6 \\ +\quad 2 \\ \hline \ldots\ldots \end{array}$$

5 + 2 = ...

$$\begin{array}{r} 4 \\ +\quad 6 \\ \hline \ldots\ldots \end{array}$$

2 + 4 = ...

$$\begin{array}{r} 1 \\ +\quad 7 \\ \hline \ldots\ldots \end{array}$$

Assess your progress
★★★★★

Need help!

I still need a little help!

I need more practice!

I understand.

Now, I understand well & can help my classmates.

Lessons
33&34

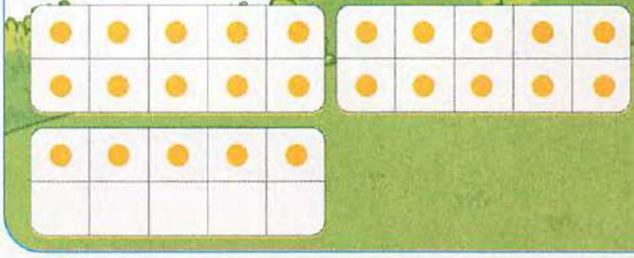
(A) Counting numbers up to 27

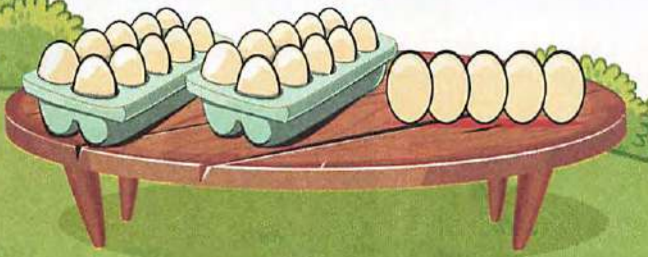
Study

The number 25

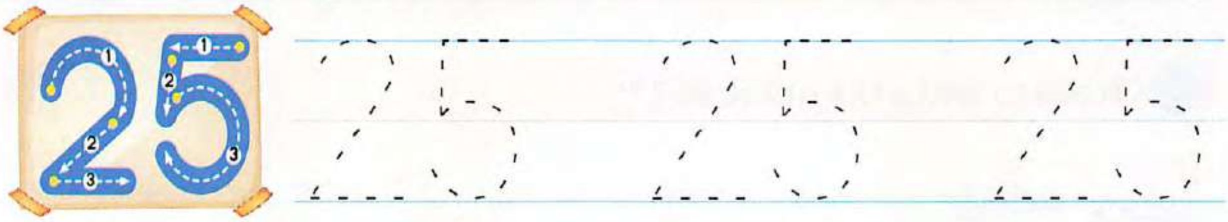
There are 25 eggs.

The number 25 has
2 sets of tens and 5 extra ones.





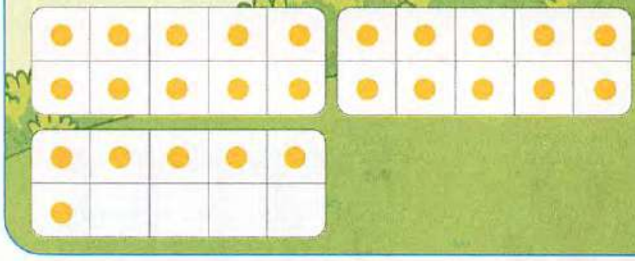
Trace to write the number 25:

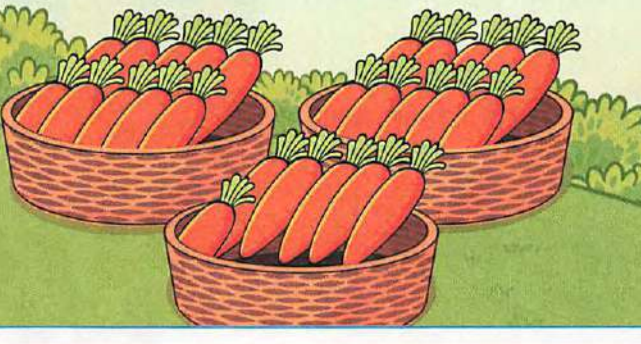


The number 26

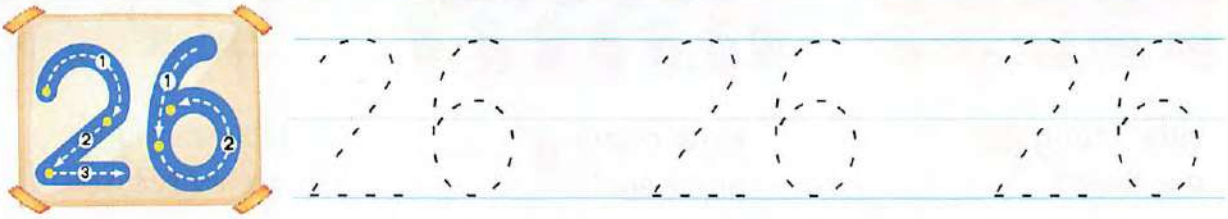
There are 26 carrots.

The number 26 has
2 sets of tens and 6 extra ones.





Trace to write the number 26:



Daily Practice:

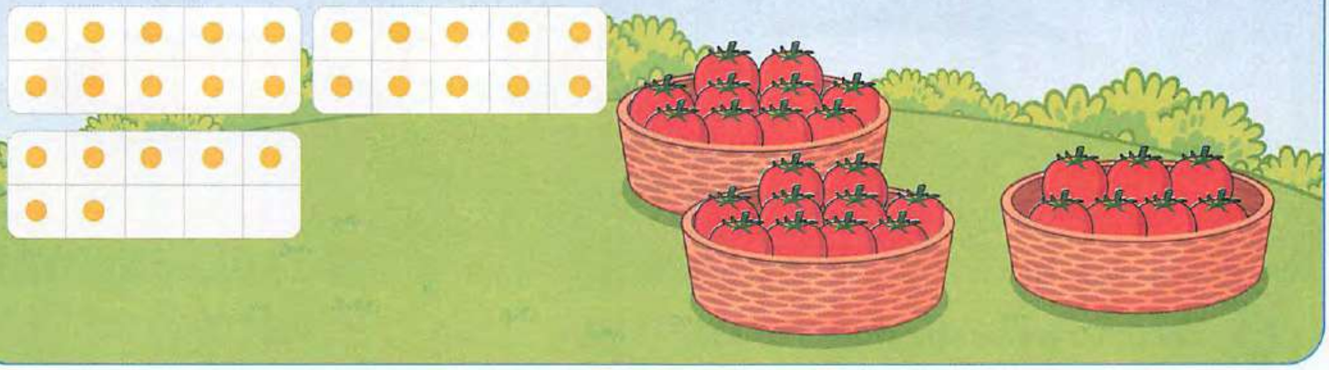
- Ask your child to count how many days he/she has been in school, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: ten frame

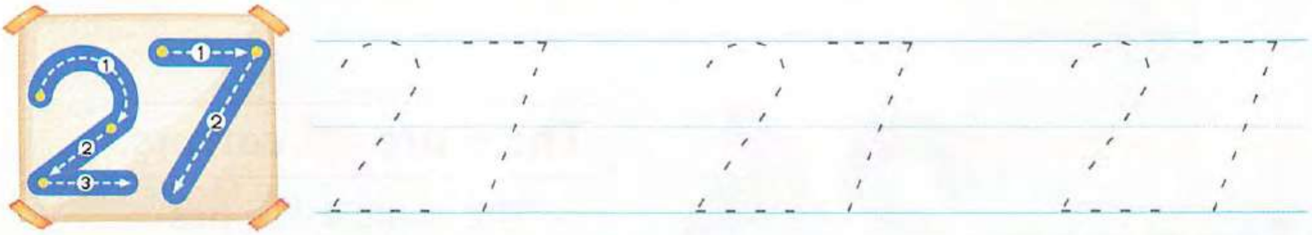
The number 27

There are 27 tomatoes.

The number **27** has
2 sets of tens **and** **7** extra ones.

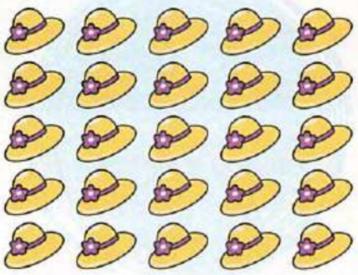


Trace to write the number 27:

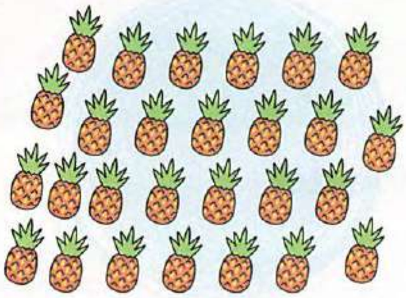


Practice

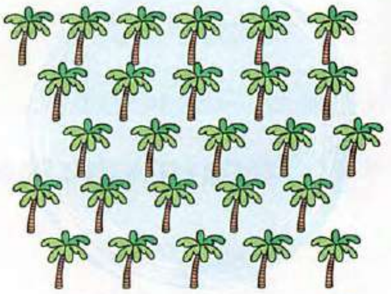
① Count, then answer:



How many 👒 are there? ○



How many 🍍 are there? ○

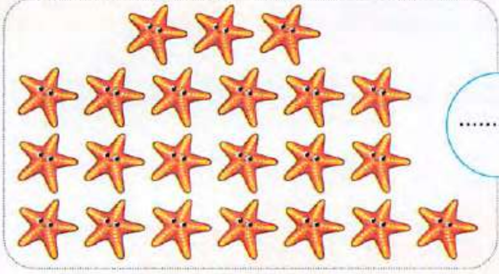


How many 🌴 are there? ○

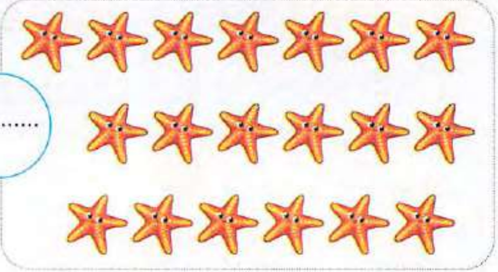
Parents' Tips:

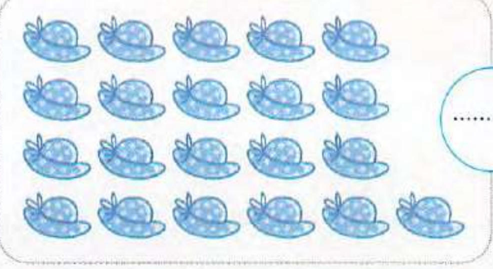
- Help your child recognize the numbers 26 and 27, read and write them by tracing, then ask him/her to write them alone.

2 Count, write the number, then compare using (< , > or =):

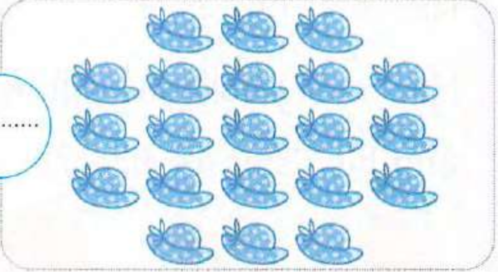


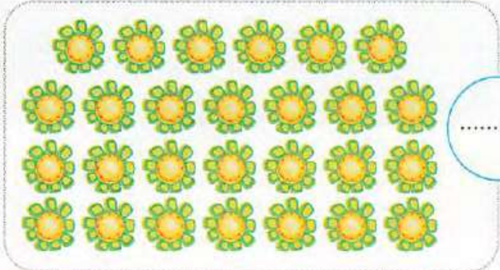
.... ○ ....



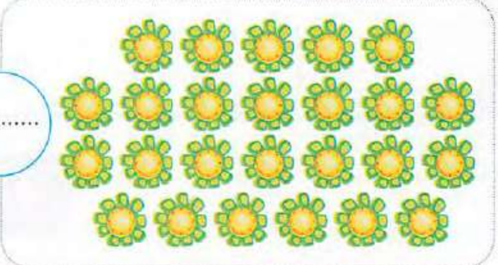


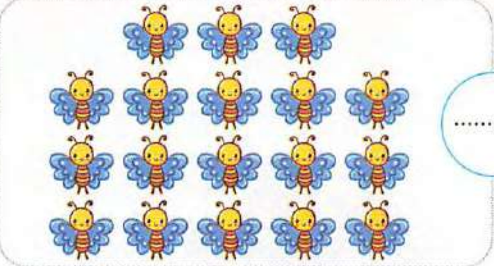
.... ○ ....



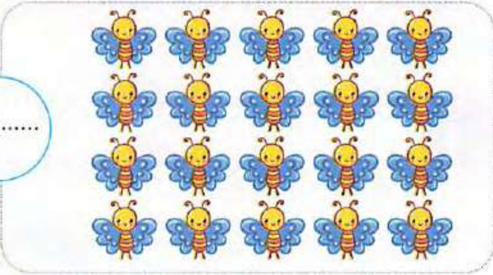


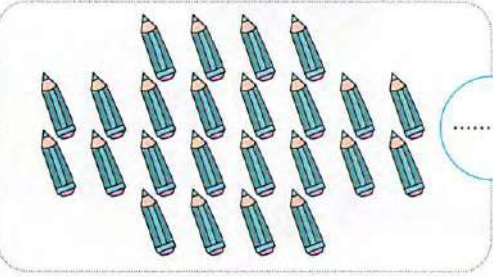
.... ○ ....



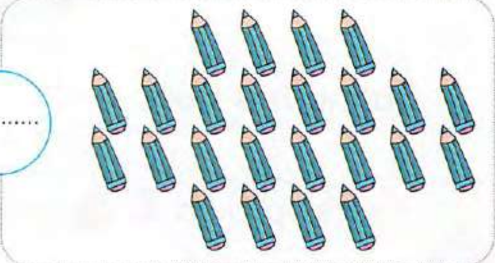


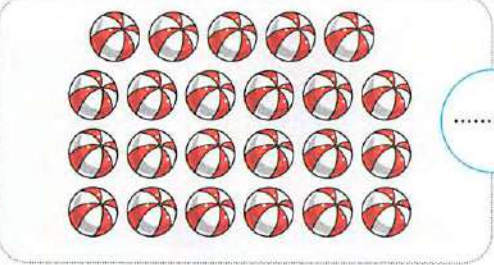
.... ○ ....



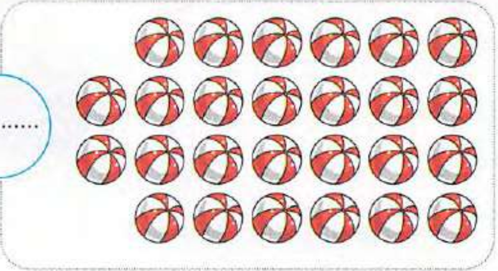


.... ○ ....





.... ○ ....



Parents' Tips:

- Help your child count by using beans or macaroni up to 27 and ask him/her to write the number.

Lessons 33&34 (B) Addition story problems

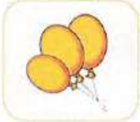
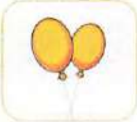
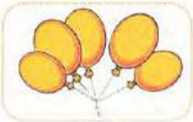
Study

The story problem is a story with a math problem.

Ahmed has 3 🎈.

His sister has 2 🎈.

How many balloons with Ahmed and his sister together?

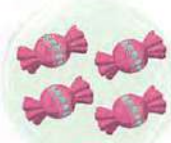
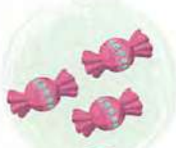
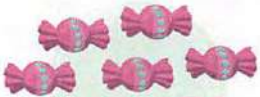




3 + 2 = 5 🎈

Practice

Solve each of the following story problems:

① Salma has **4** 🍬. Zainab gave her **3** 🍬.
How many 🍬 does Salma have now?

Salma has now = ○ + ○ = ○ 🍬

② Yasser picked **5** 🍎 and his friend Adam picked **5** 🍎.
How many 🍎 did they pick in all?

They picked = ○ + ○ = ○ 🍎

Daily Practice:

- Ask your child to mention the months that have 30 days, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: classify, ten frames, plus, add

3 Sara baked **4** 🧁 and her sister Noha baked **5** 🧁.

How many 🧁 did Sara and Noha bake together?

They baked = ☐ 🧁 + ☐ 🧁 = ☐ 🧁

4 Ahmed has **6** 🪙 and his father gave him **2** 🪙

How many 🪙 does Ahmed have?

Ahmed has = ☐ 🪙 + ☐ 🪙 = ☐ 🪙

5 Yassin has **4** 🌻 and he also has **3** 🌺.

What is the number of flowers does Yassin have in all?

The number of flowers = ☐ 🌻 + ☐ 🌺 = ☐ flowers

6 Rasha saw **5** big fluffy clouds in the sky, then she saw **2** small fluffy clouds.

How many fluffy clouds did Rasha see all together?

Rasha saw = ☐ + ☐ = ☐ fluffy clouds

Now I can

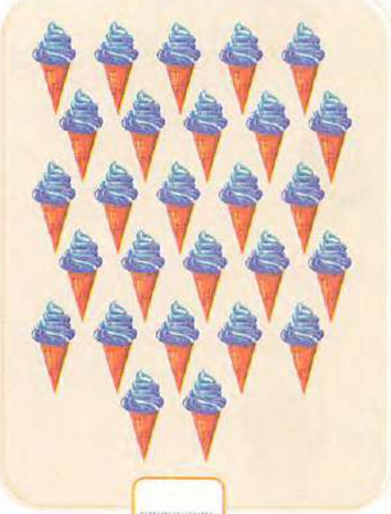
- count, read and write numbers up to 27.
- solve addition story problems.

Parents' Tips:

- Help your child solve addition story problems by using objects and pictures.

Test Yourself

1 Count and write the number of objects in each picture:



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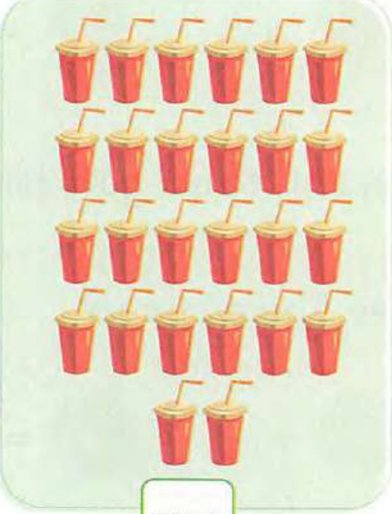

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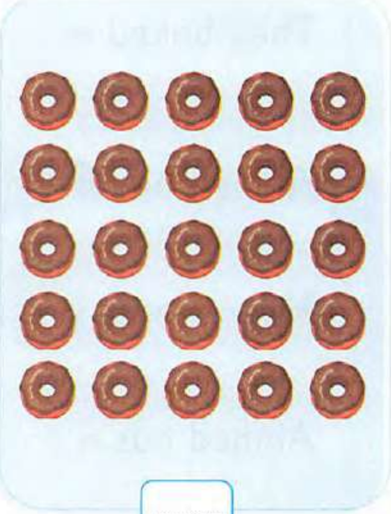
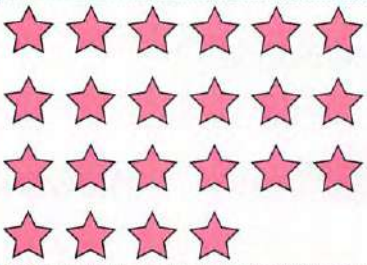
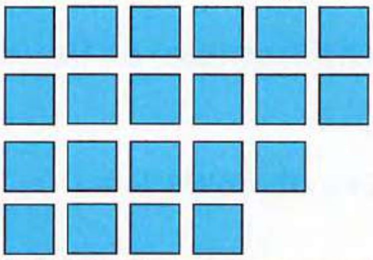


......

2 Draw to complete the given number in each group:



27



26

3 Read, then solve:

Laila had **3** , her sister Perry had also **4** .

How many **did Laila and Perry have together?**

They had = ... + ... = ...

Yassin had **4** , and his friend Ammar had **7** .

How many marbles did Yassin and Ammar have together?

They had = ... + ... = ... marbles

Assess your progress
★★★★★

Need help!

I still need a little help!

I need more practice!

I understand.

Now, I understand well & can help my classmates.

Lessons 35&36

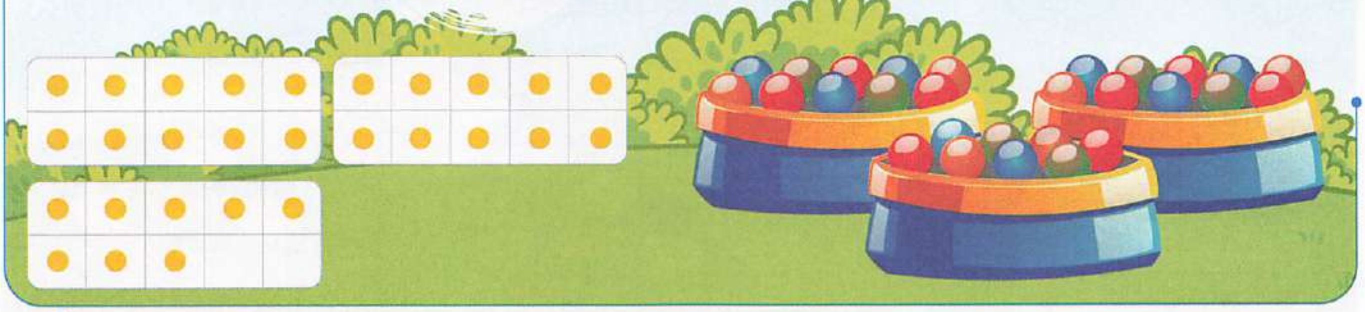
(A) Counting numbers up to 30

Study

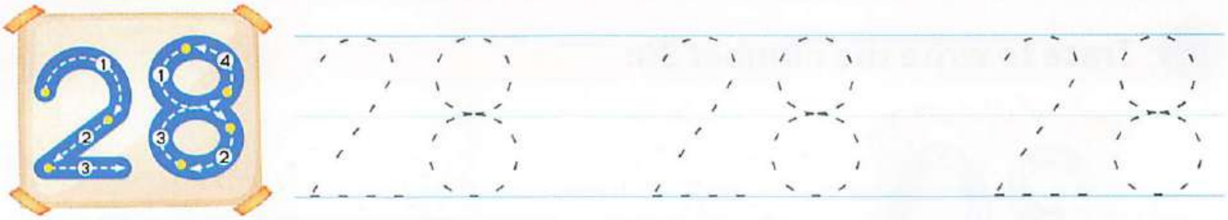
The number 28

There are 28 marbles.

The number 28 has
2 sets of tens and 8 extra ones.



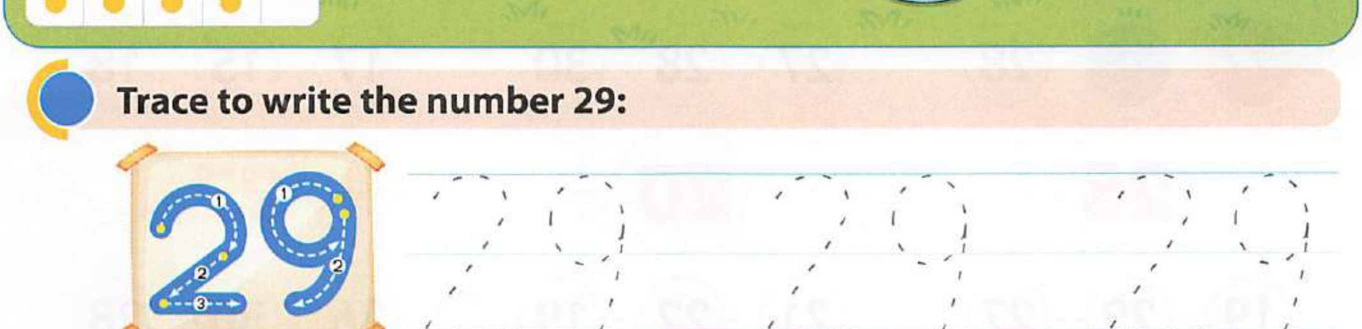
Trace to write the number 28:



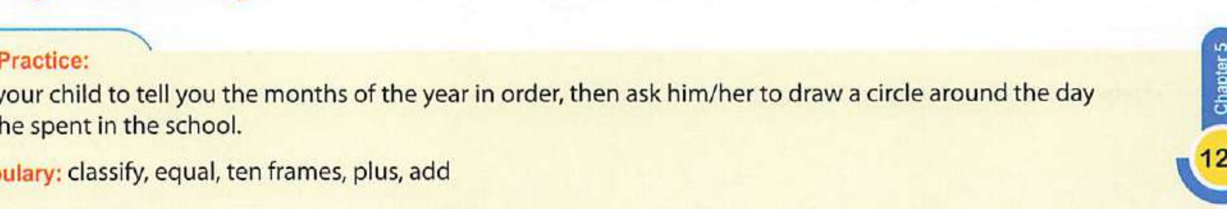
The number 29

There are 29 fish

The number 29 has
2 sets of tens and 9 extra ones.



Trace to write the number 29:

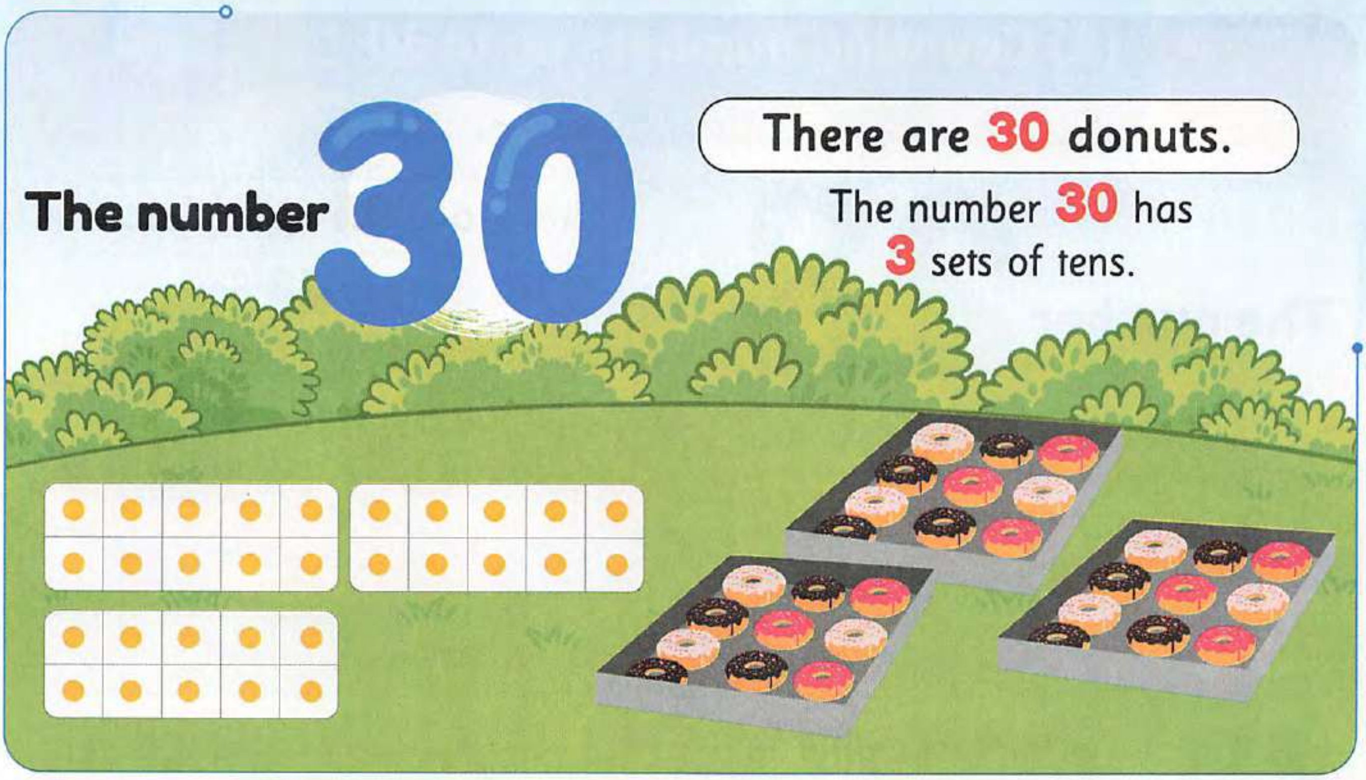


Daily Practice:

- Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: classify, equal, ten frames, plus, add

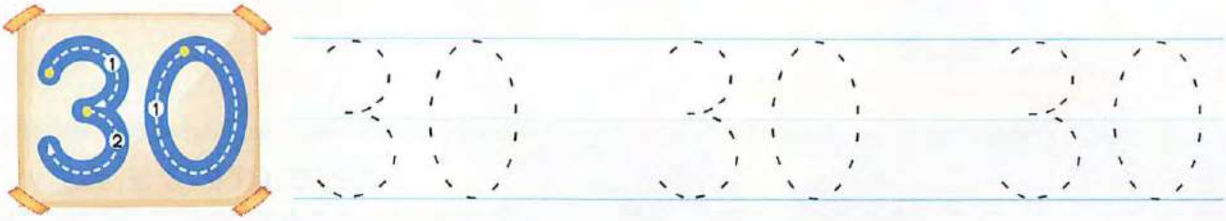
The number 30



There are **30** donuts.

The number **30** has **3** sets of tens.

Trace to write the number 30:



Practice

1 **Color the number which is just after the given number in red and the number just before in blue:**

Ex. 26: 27 25 28

29: 27 28 30

16: 17 15 18

28: 19 29 27

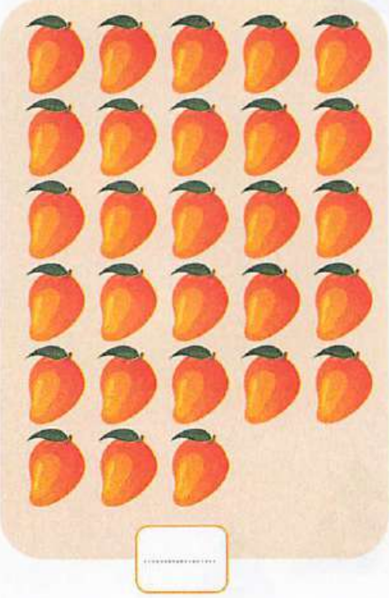
20: 21 22 19

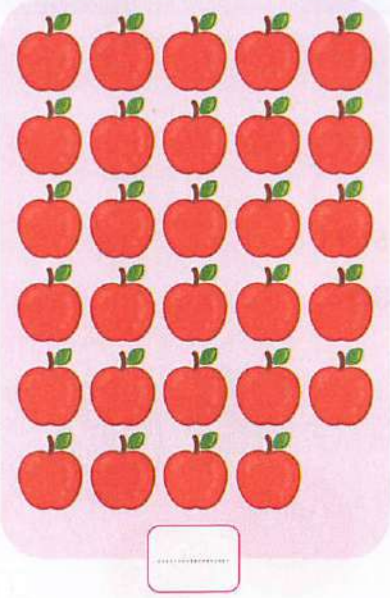
27: 26 30 28

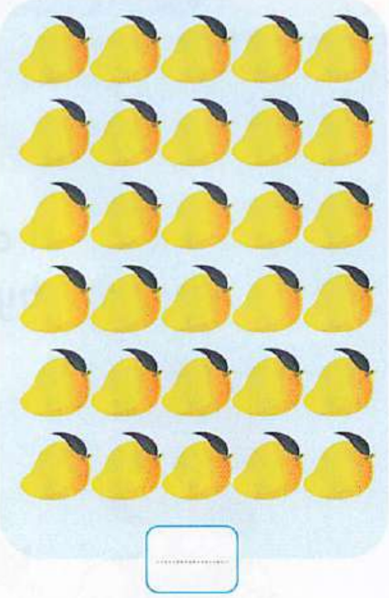
Parents' Tips:

- Help your child count up to 30 using colored marbles.

2 Count, then write the number:







3 Draw dots to get the shown number:

27

28

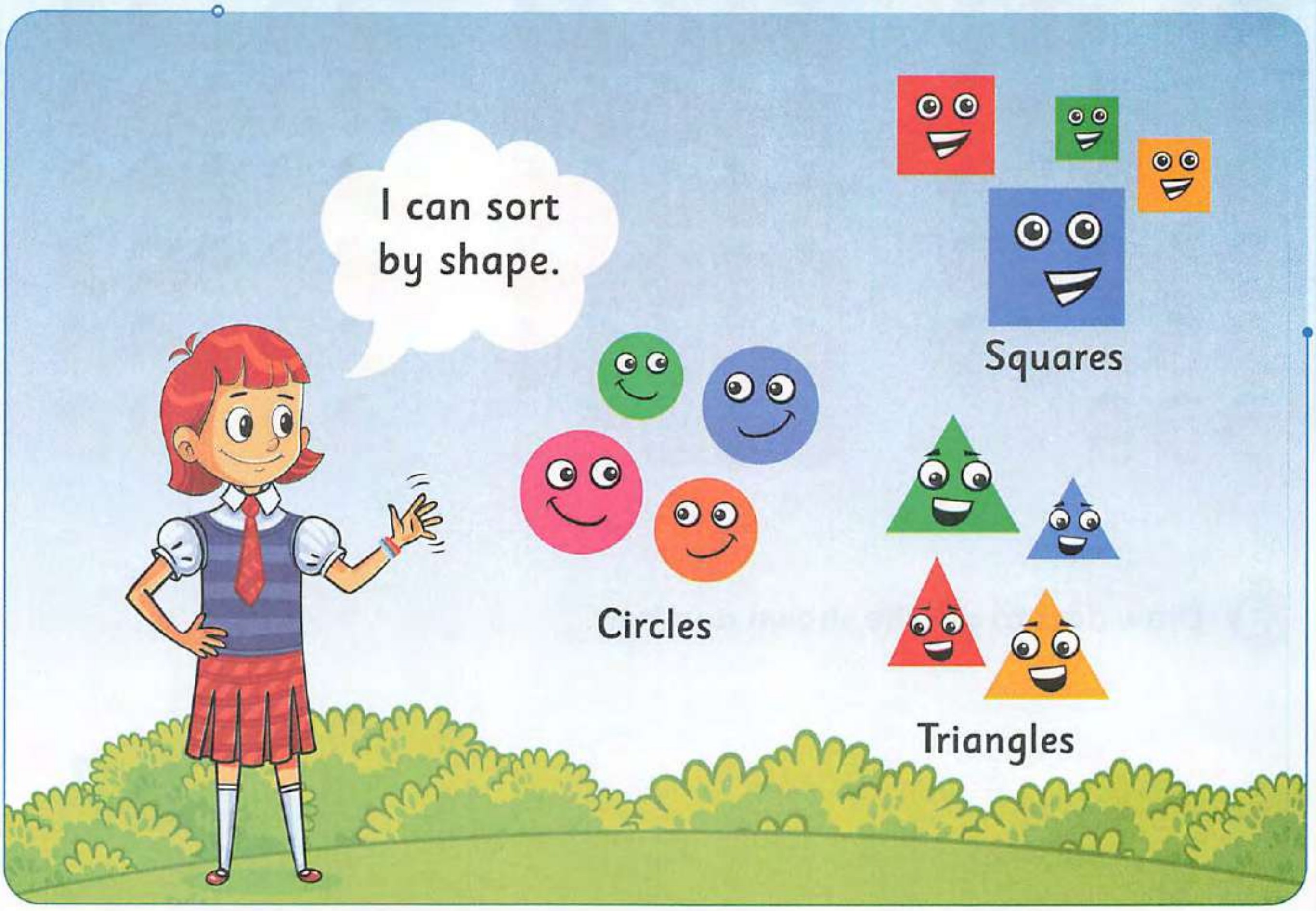
29

30

Parents' Tips:

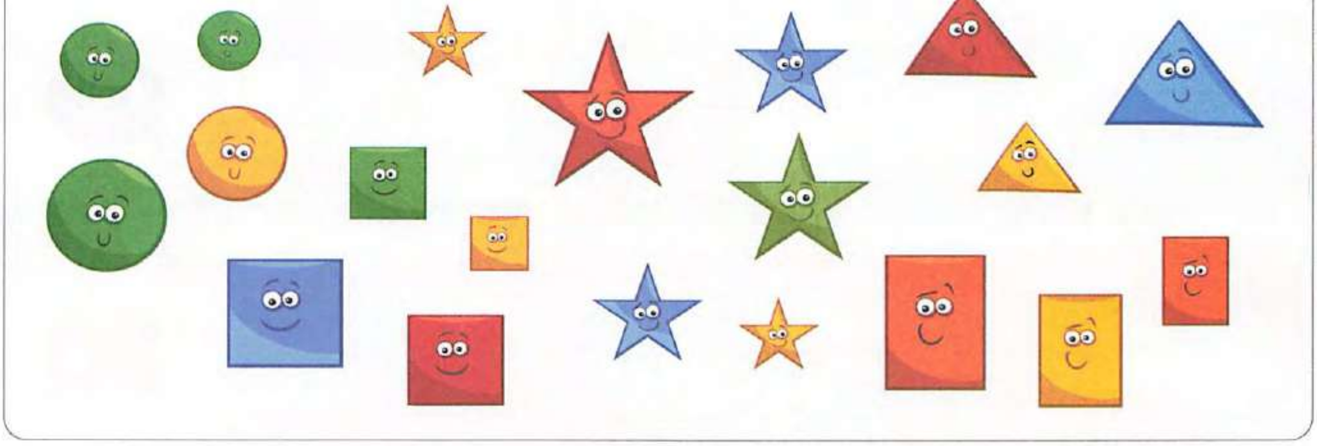
- Help your child count some objects as beans or macaroni up to 29 and ask him/her to write the numbers up to 29.
- Ask your child to recognize numbers 28 and 29, then help him/her read and write them.

(B) Classification by shape


I can sort by shape.
Squares
Circles
Triangles

Practice

1 Circle the group of objects of the same shape:

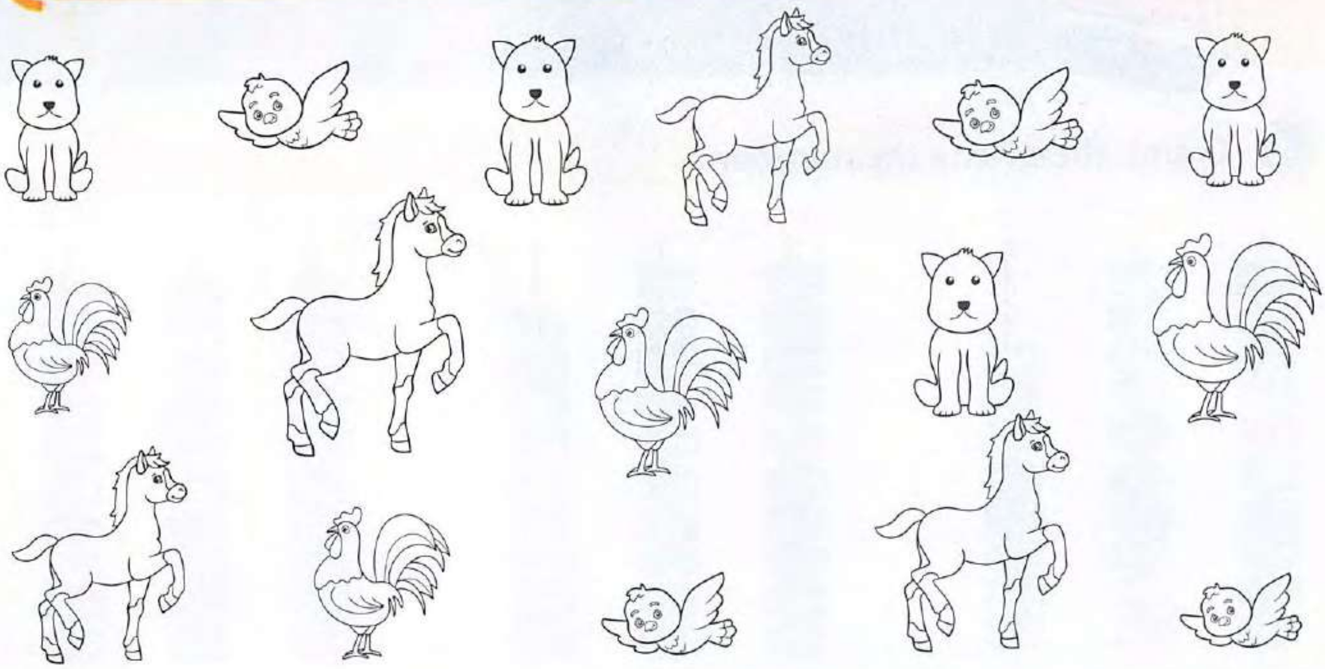


Daily Practice:

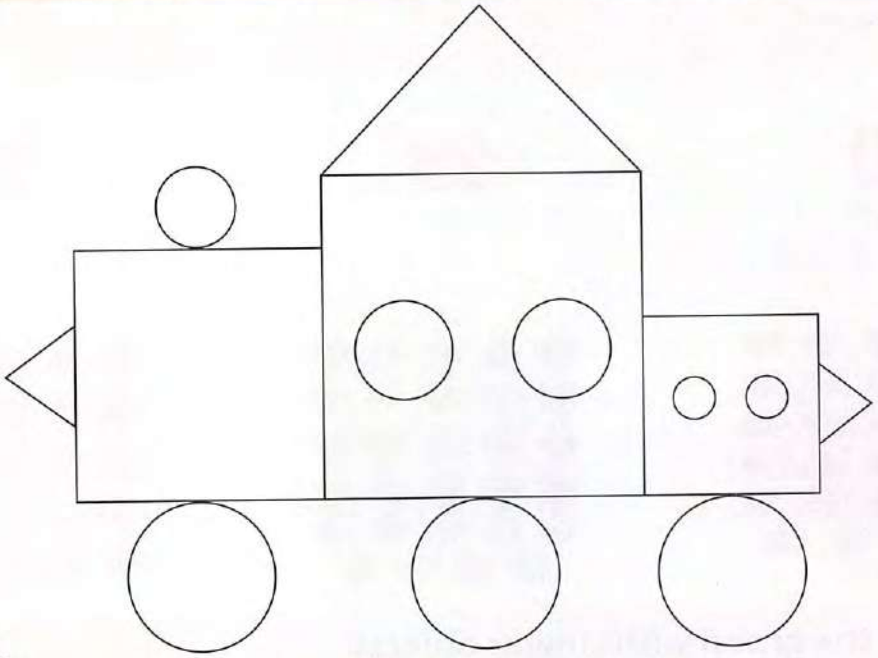
- Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: classify , shape

② Color the similar objects in the same color:



③ Color the same shapes in the same color according to the color key below:



△ 🟥 ○ 🟦 □ 🟩

Now I can

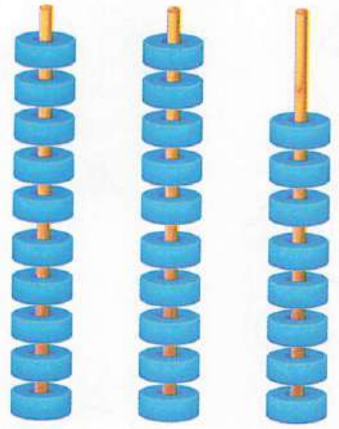
- count, read and write numbers up to 30.
- classify objects by color and shape.

Parents' Tips:

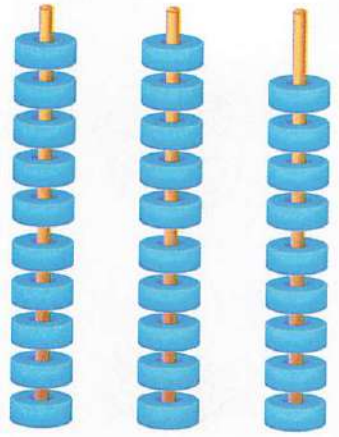
- Help your child classify some objects by shape as the notebooks, pens, stickers and different types of pills.

Test Yourself

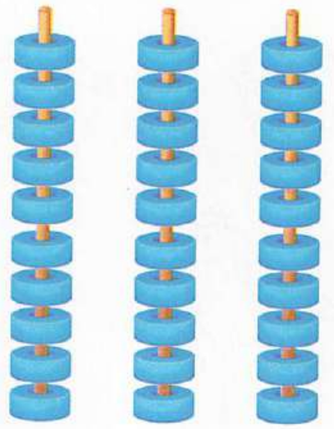
① Count, then write the number:



………………



………………



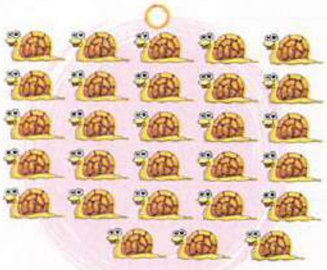
………………

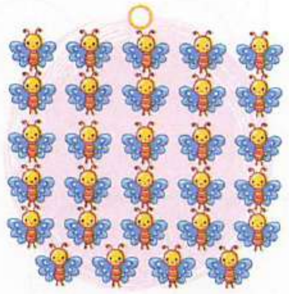
② Match:

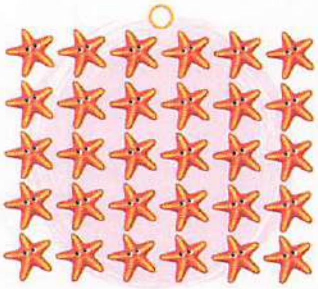
30

29

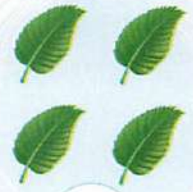
28



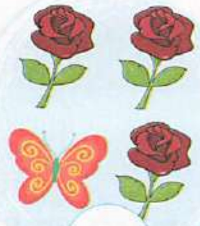




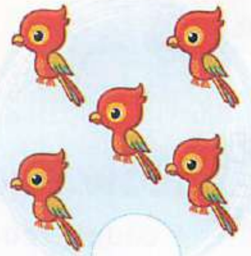
③ Tick (✓) the group with similar objects:



○



○



○

Assess your progress

★★★★★

Need help!

I still need a little help!

I need more practice!

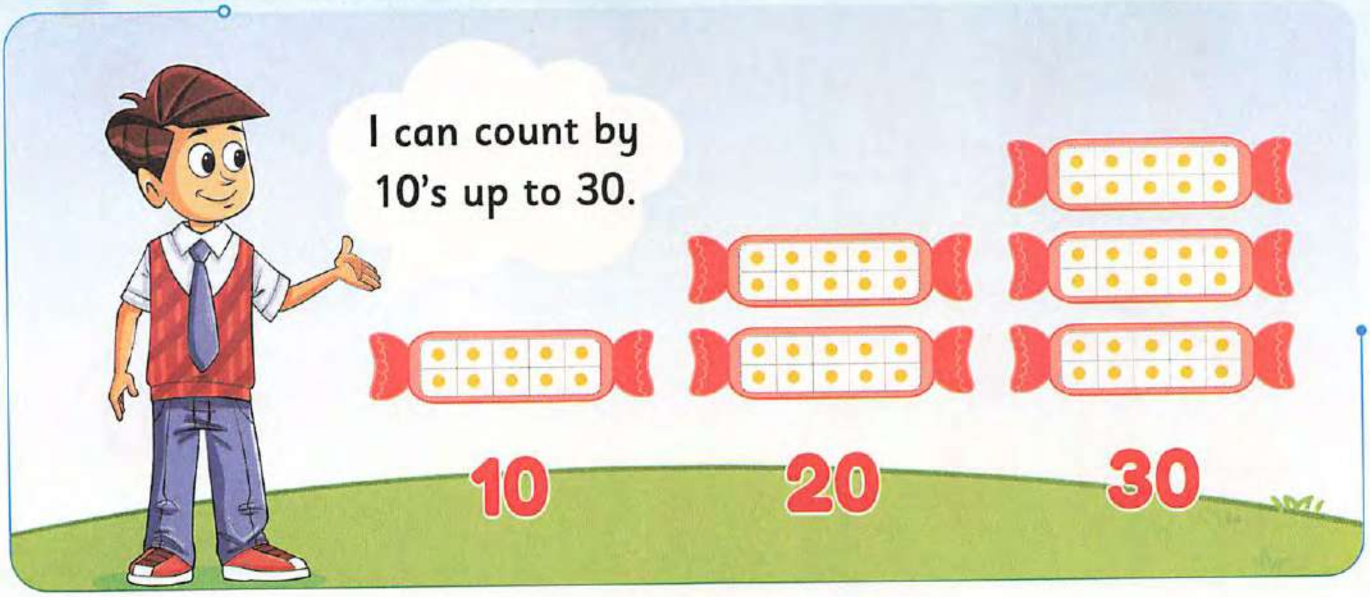
I understand.

Now, I understand well & can help my classmates.

Lessons 37&38

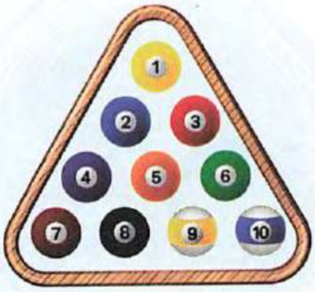
(A) Counting by 10's up to 30

Study

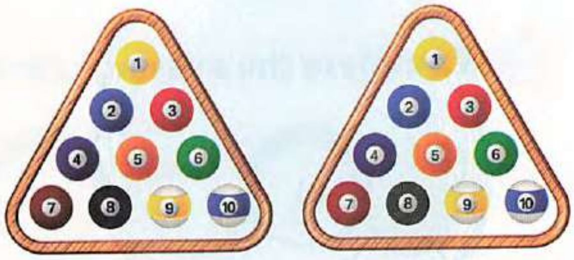

I can count by 10's up to 30.
10
20
30

Practice

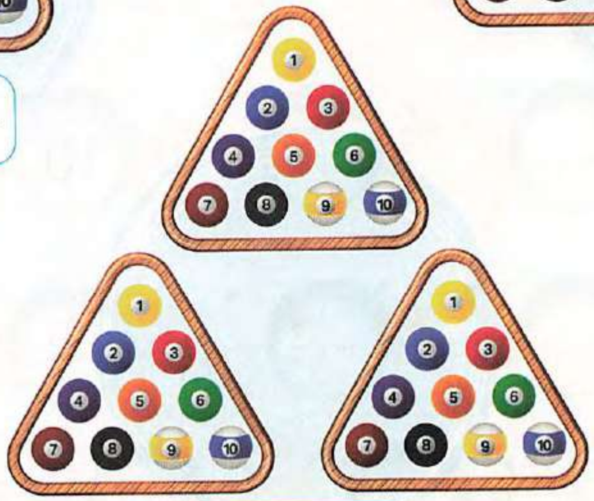
① Count by 10's and write the number:


1
2
3
4
5
6
7
8
9
10

....


1
2
3
4
5
6
7
8
9
10

....


1
2
3
4
5
6
7
8
9
10

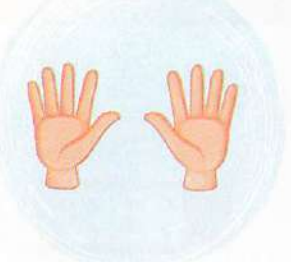
....

Daily Practice:

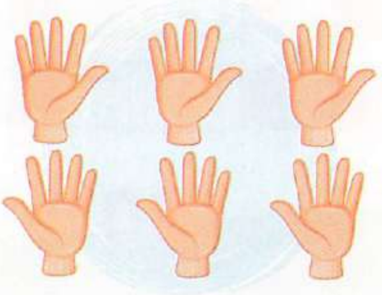
- Ask your child to tell you the days of the week starting from today, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: ten frame , equals (=) , plus , add (+) , components

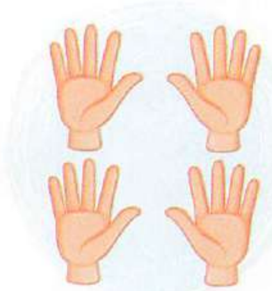
2 Count and match:



○ ○ 20

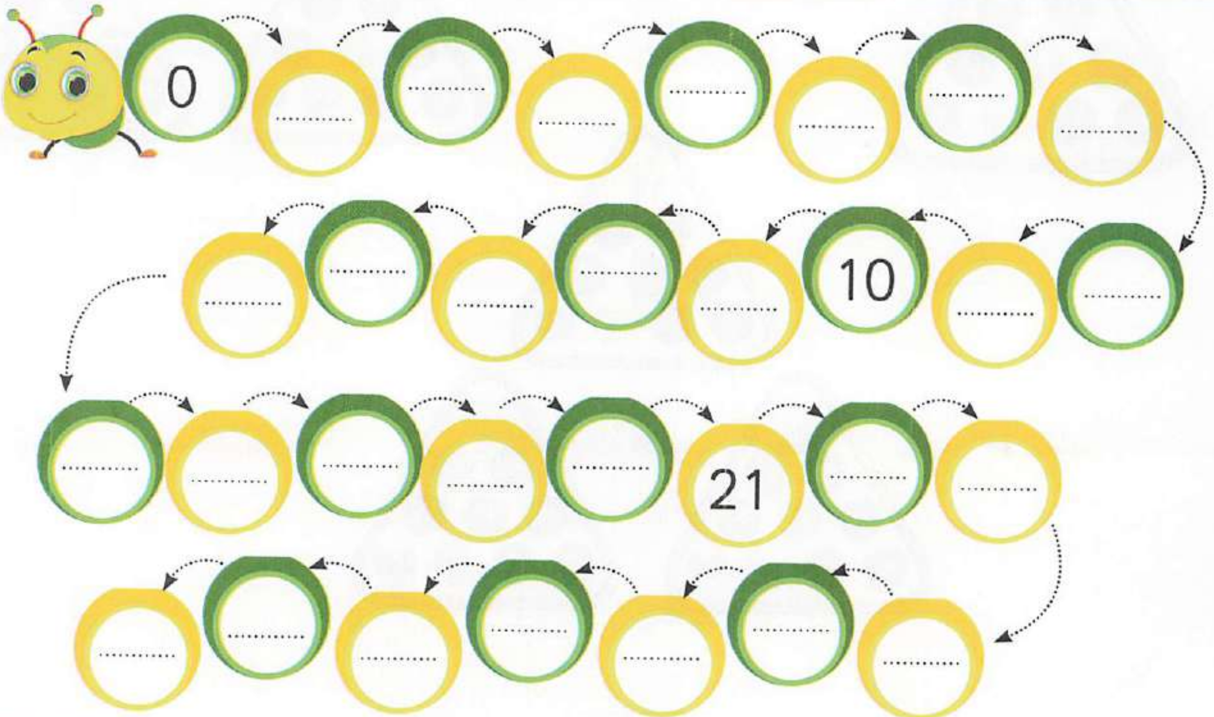


○ ○ 10



○ ○ 30

3 Complete the missing numbers:



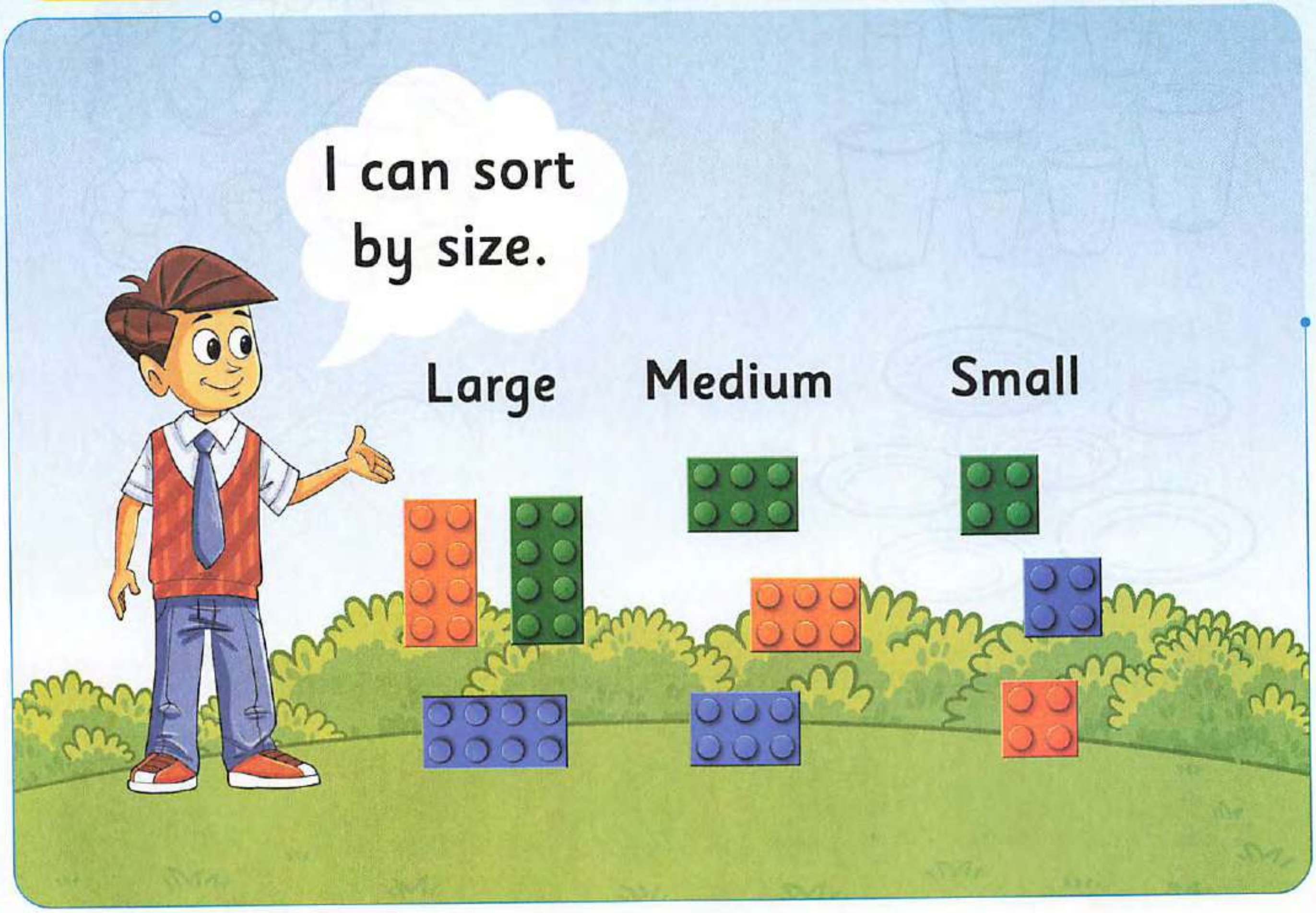
Parents' Tips:

- Help your child count by 10's and 1's up to 30.
- Let your child know that the ten frames help count by 10's easily.

Lessons
37&38

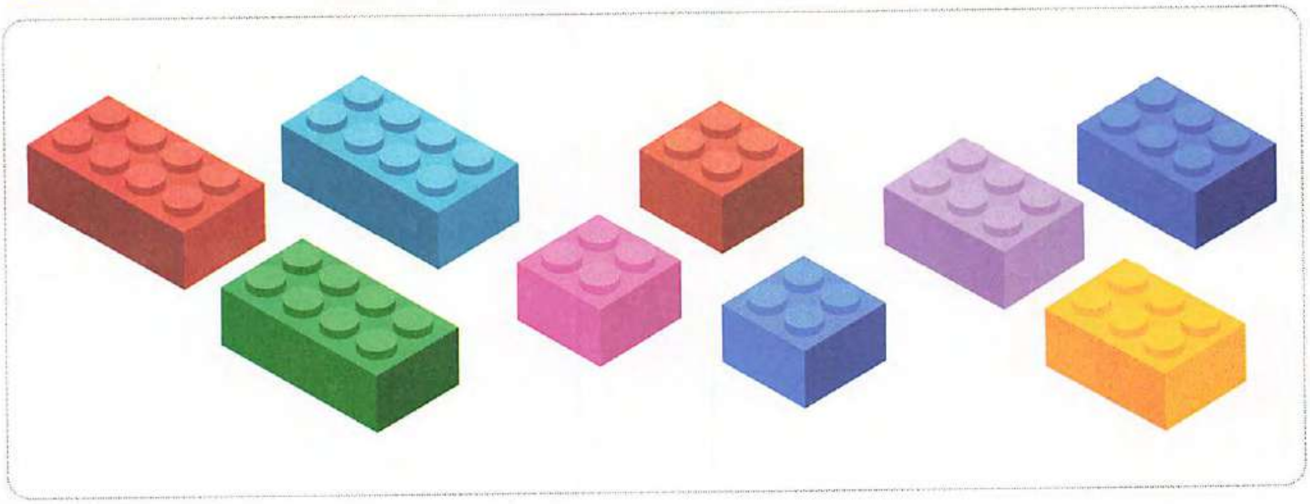
(B) Classification by size

Study


I can sort by size.
Large
Medium
Small

Practice

1 Circle the group of objects of the same size:

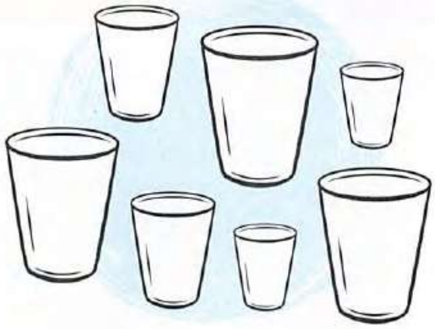


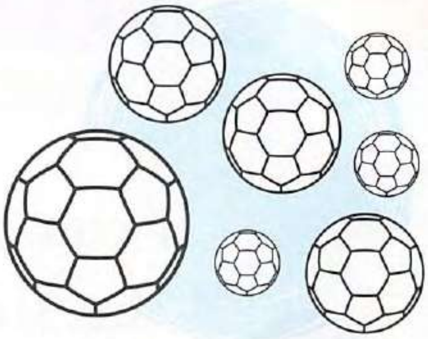
Daily Practice:

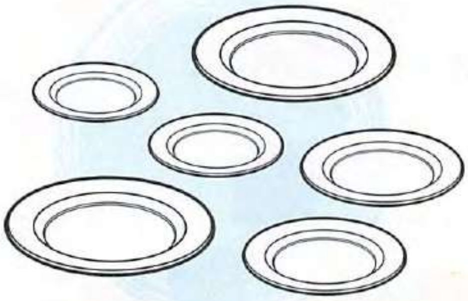
- Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day he/she spent in the school.

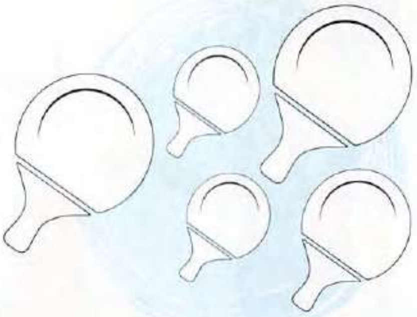
Vocabulary: classify, shape, size, color, big, small, medium

② Color the objects of the same size with the same color in each group:

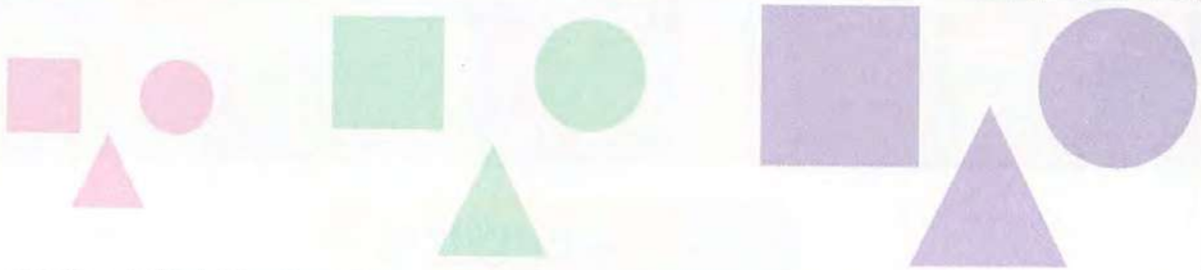








③ Circle the objects of the same size (large - medium - small):



④ Draw 5 objects of the same size and shape in each frame and color them:

Parents' Tips:

- Ask your child to count the objects of the same size in her/his room and help him/her recognize different sizes (large - medium - small).

Lessons 37&38

(C) More addition problems

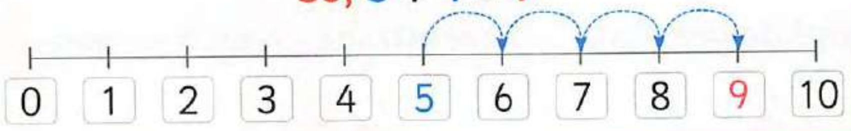
Study

We can add on the number line

5 + 4

We start from 5 and go forward 4 jumps and stop at 9

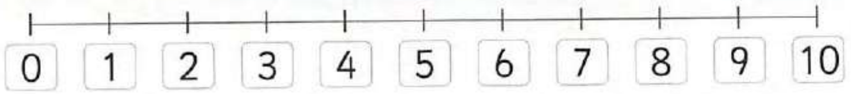
So, 5 + 4 = 9


0
1
2
3
4
5
6
7
8
9
10

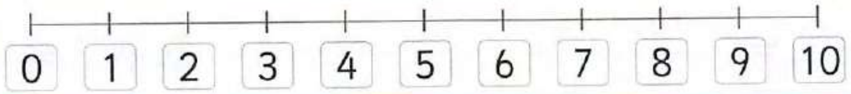
Practice

Use the number line to add:

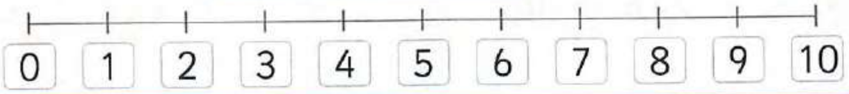
7 + 1 = ...


0
1
2
3
4
5
6
7
8
9
10

6 + 3 = ...


0
1
2
3
4
5
6
7
8
9
10

5 + 5 = ...


0
1
2
3
4
5
6
7
8
9
10

Now I can

- count by 10's up to 30.
- classify objects by size.

Daily Practice:

- Help your child recognize how to use the number line to add within 10.

Test Yourself

1 Draw 10 ♡ with the same size and color:

2 Complete drawing ☐ to reach the given number:

10

☐ ☐ ☐ ☐ ☐

20

☐ ☐
☐ ☐
☐ ☐
☐ ☐
☐ ☐

30

☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐
☐ ☐ ☐

3 Use the number line to add, then compare using (< , > or =):

0 1 2 3 4 5 6 7 8 9 10 | < = > | 0 1 2 3 4 5 6 7 8 9 10

5 + 3 = ... | | 6 + 2 = ...

0 1 2 3 4 5 6 7 8 9 10 | < = > | 0 1 2 3 4 5 6 7 8 9 10

3 + 4 = ... | | 7 + 3 = ...

0 1 2 3 4 5 6 7 8 9 10 | < = > | 0 1 2 3 4 5 6 7 8 9 10

1 + 9 = ... | | 2 + 7 = ...

Assess your progress
★★★★★

Need help!

I still need a little help!

I need more practice!

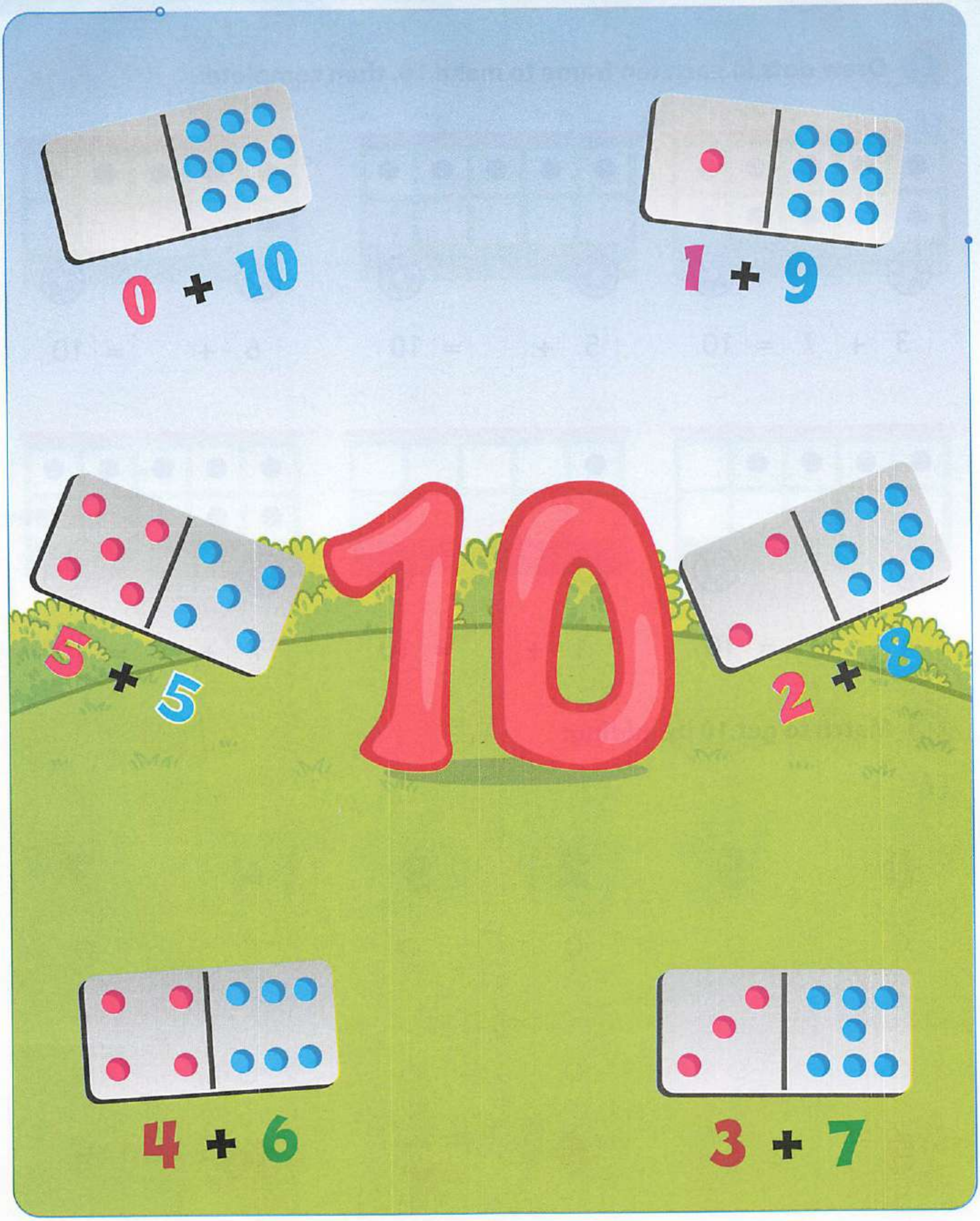
I understand.

Now, I understand well & can help my classmates.

Lessons
39&40

Components of 10

Study



Daily Practice:

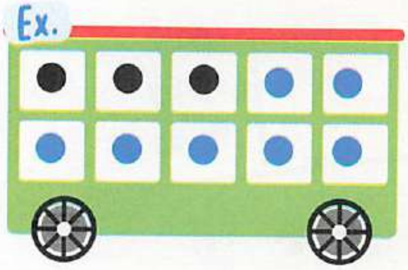
- Ask your child to tell you the days of the week starting from today, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: ten frame , equals (=) , plus , add (+) , components

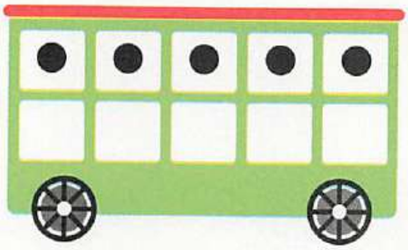
Practice

1 Draw dots in each ten frame to make 10, then complete:

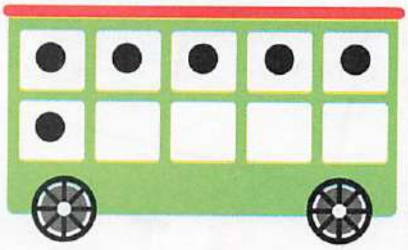
Ex.



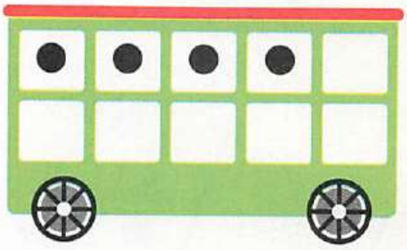
3 + 7 = 10



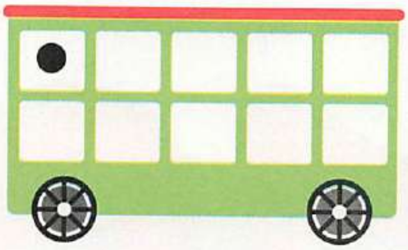
5 + ☐ = 10



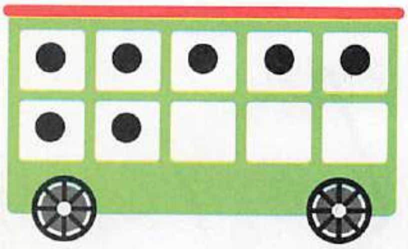
6 + ☐ = 10



4 + ☐ = 10



1 + ☐ = 10



7 + ☐ = 10

2 Match to get 10 by adding:

Ex.

0 5 2 9 4 7

○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○

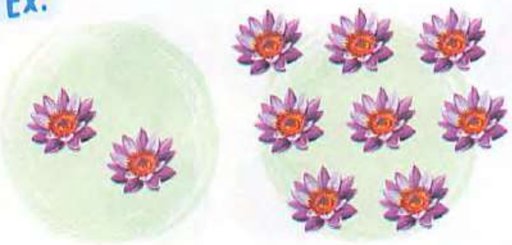
8 1 6 3 10 5

Parents' Tips:

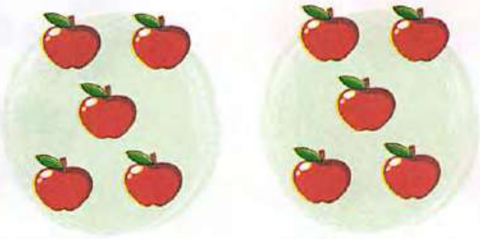
- Help your child recognize components of the number 10 using ten frame.

③ Add to make 10:

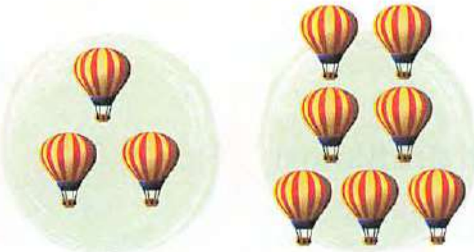
Ex.



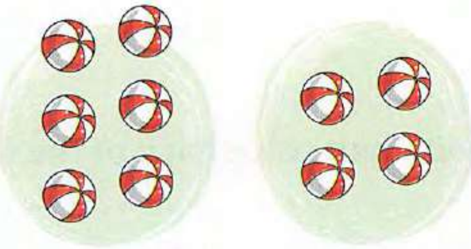
2 + 8 = 10



☐ + ☐ = ☐



☐ + ☐ = ☐

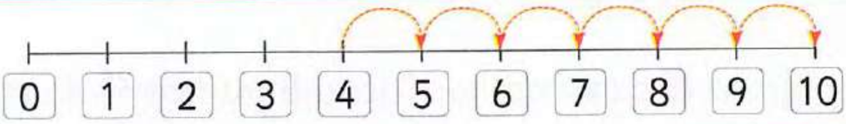


☐ + ☐ = ☐

④ Add using the number line to make 10:

Ex.

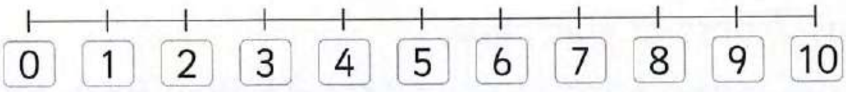
4 + 6 = 10


0
1
2
3
4
5
6
7
8
9
10

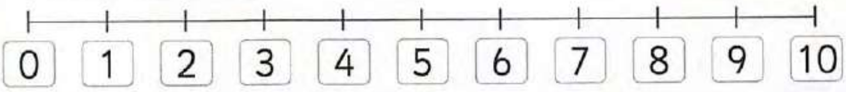
3 + 7 = ...

0
1
2
3
4
5
6
7
8
9
10

5 + 5 = ...


0
1
2
3
4
5
6
7
8
9
10

2 + 8 = ...


0
1
2
3
4
5
6
7
8
9
10

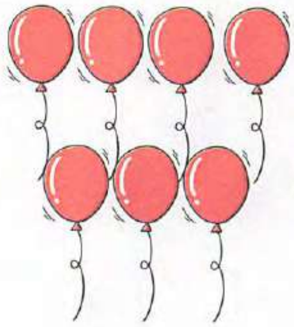
1 + 9 = ...

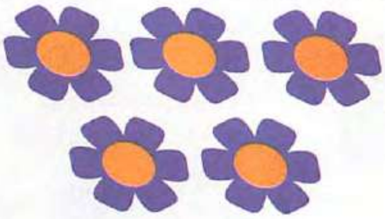
0
1
2
3
4
5
6
7
8
9
10

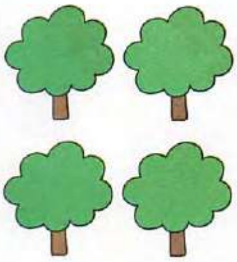
Parents' Tips:

- Help your child get the components of 10 using the number line.
- Help your child recognize the components of 10 using his/her fingers or toys.

5 Draw to make 10:







6 Read, then solve each of the following word problems:

One day, Omar read **5** pages of a story in the morning, then he read **5** pages in the afternoon.

How many pages of the story did Omar read in this day?

Omar read = ... + ... = ... pages

Nelly has **6** cats and her friend Sara has **4** dogs.

How many pets do they have?

They have = ... + ... = ... pets

Maha has **3** bars of chocolate and her brother has **7** bars of chocolate.

How many bars of chocolate do they both have?

They have .... + ... = ... bars of chocolate.

Now I can

- solve word problems in addition.
- recognize components of 10.

Parents' Tips:

- Help your child solve some word problems including adding to make 10.

Test Yourself

1 Write the missing numbers:

6 + ____ = 10

5 + ____ = 10

____ + 3 = 10

7 + ____ = 10

____ + 2 = 10

____ + 1 = 10

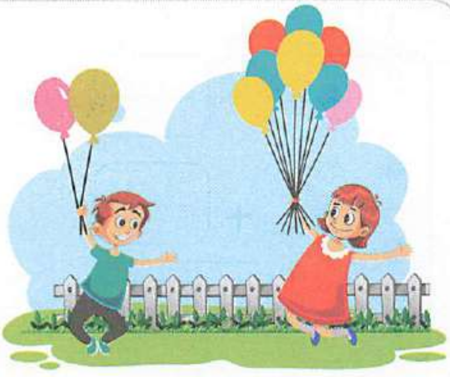
2 Read and answer:

Omar has **2** balloons and his sister Amira has **8** balloons.

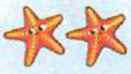
How many balloons do they both have?

The number of balloons =

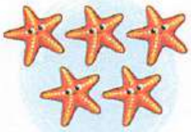
.... + ... = ... balloons



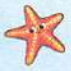
3 Match to make 10:

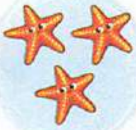

○

7
○

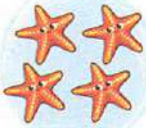

○

6
○

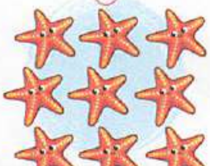

○

○


○
8

○


○
5

○


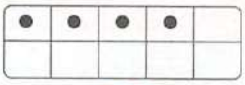
Assess your progress
★★★★★

○ Need help!
○ I still need a little help!
○ I need more practice!
○ I understand.
○ Now, I understand well & can help my classmates.

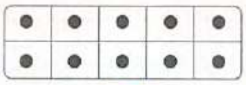
General Practice

Chapter 5

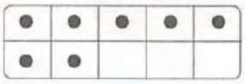
1 Match to make 10:



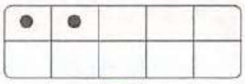
4 ○



10 ○

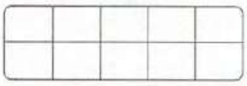


7 ○

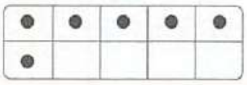


2 ○

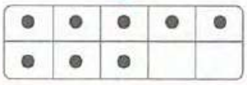
○ 0



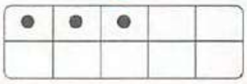
○ 6



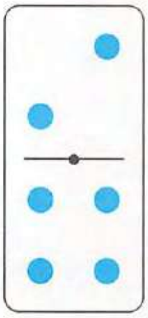
○ 8



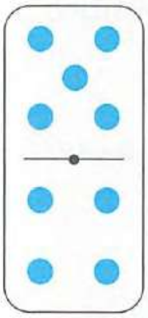
○ 3



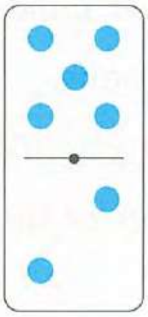
2 Add the dots on the dominoes and complete:



....
+ ....
....

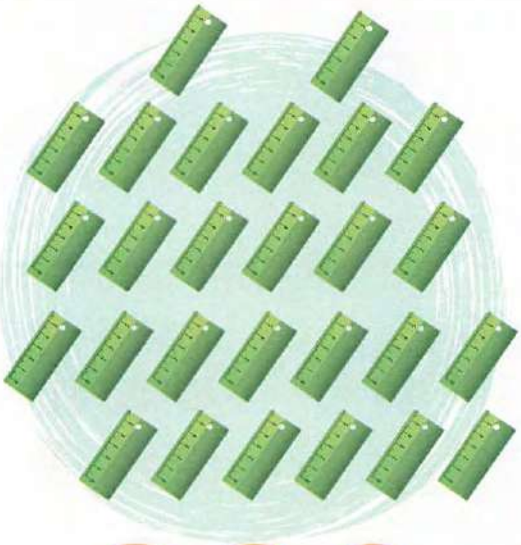


....
+ ....
....

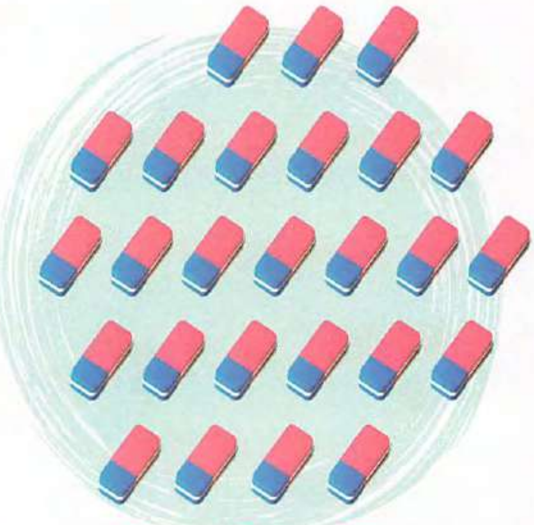


....
+ ....
....

3 Count and color the correct number:



23 25 27

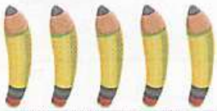
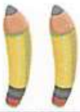


25 26 27

4 Read and solve:

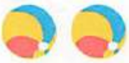
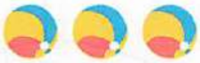
Mona has (**5**) . Omar has (**2**) .

How many pencils **do they both have?**

The number of pencils =  +  = ... pencils

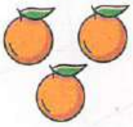
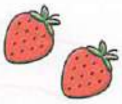
Ali has (**2**) and his sister Ola has (**3**) .

How many balls **do they both have?**

The number of balls =  +  = ... balls

Khaled has (**3**) oranges and (**2**) strawberries .

How many fruits does Khaled have?

The number of fruits =  +  = ... fruits

5 Add:

6 + 1 = ...

4 + 5 = ...

8 + 1 = ...

5 + 2 = ...

6 + 0 = ...

1 + 4 = ...

6 + 2 = ...

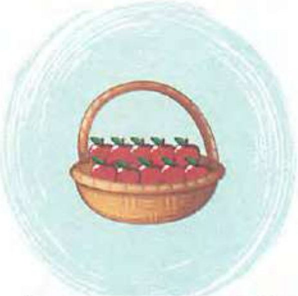
4 + 2 = ...

7 + 2 = ...

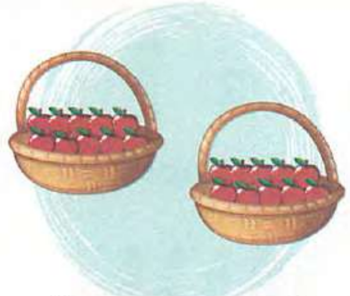
3 + 2 = ...

5 + 3 = ...

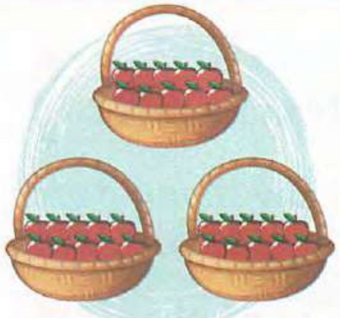
6 Count by 10's and write the number:



....

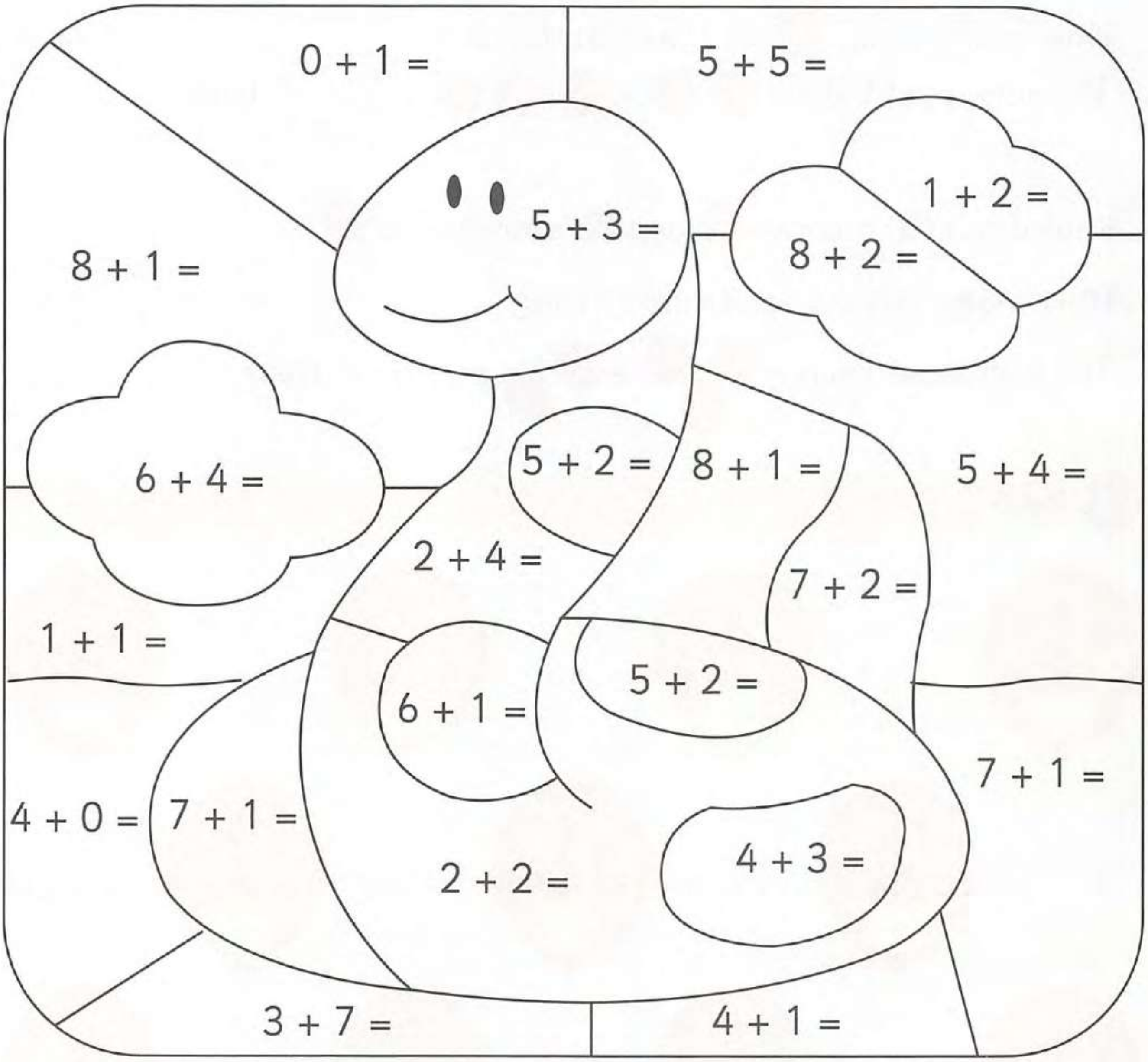


....



....

7 Solve, then color in the picture using the color key below:



0 + 1 =
5 + 5 =
5 + 3 =
1 + 2 =
8 + 2 =
8 + 1 =
6 + 4 =
5 + 2 =
8 + 1 =
5 + 4 =
2 + 4 =
7 + 2 =
1 + 1 =
5 + 2 =
6 + 1 =
7 + 1 =
4 + 0 =
7 + 1 =
4 + 3 =
2 + 2 =
3 + 7 =
4 + 1 =

(1) purple (2) pink (3) brown (4) red (5) white
(6) green (7) orange (8) yellow (9) blue (10) gray

Chapter 6

33
38
31
34
37
32
35
39
36

Pacing Guide

Lesson: (41) (A) Counting numbers up to 32

Outcomes:

- Count numbers up to 32.

(B) Subtraction within 10

Outcomes:

- Subtract within 10 using pictures and drawings.

Lessons: (42&43) (A) Counting numbers up to 35

Outcomes:

- Read and write numbers 33, 34 and 35.
- Count numbers up to 35.

(B) Subtraction story problems

Outcomes:

- Solve subtraction story problems.

Lessons: (44&45) (A) Counting numbers up to 39

Outcomes:

- Read and write numbers 36, 37, 38 and 39.
- Count numbers up to 39.

(B) Subtracting using the number line

Outcomes:

- Solve some subtraction problems using the number line within 10.
- Subtract within 10.

Lessons: (46&47) Counting numbers up to 40

Outcomes:

- Read and write the number 40.
- Count numbers up to 40.
- Subtract within 10.

Lessons: (48 - 50) (A) Relation between addition and subtraction

Outcomes:

- Relation between addition and subtraction.
- Solve word problem.

(B) Addition fact families

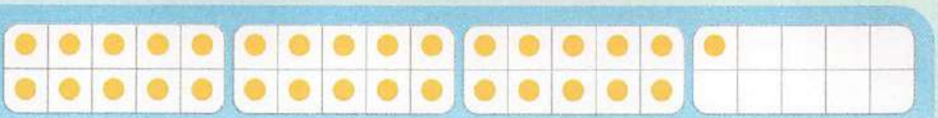
Outcomes:

- Add the fact families.

Lesson 41 (A) Counting numbers up to 32

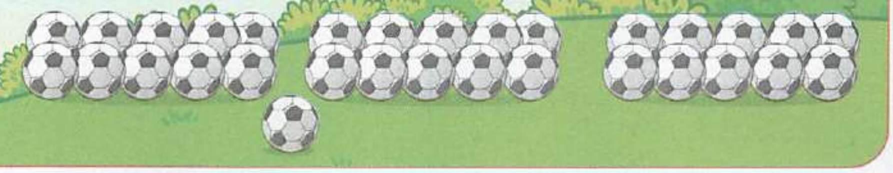
Study

The number 31

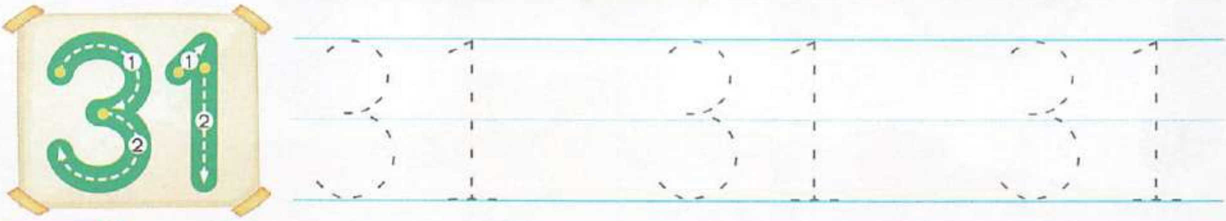


There are **31** balls.

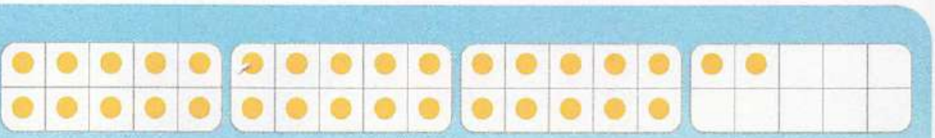
The number **31** has
3 sets of tens and
1 extra one.



Trace to write the number 31:

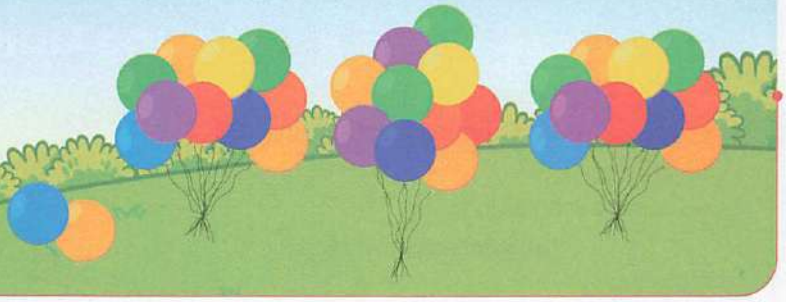


The number 32

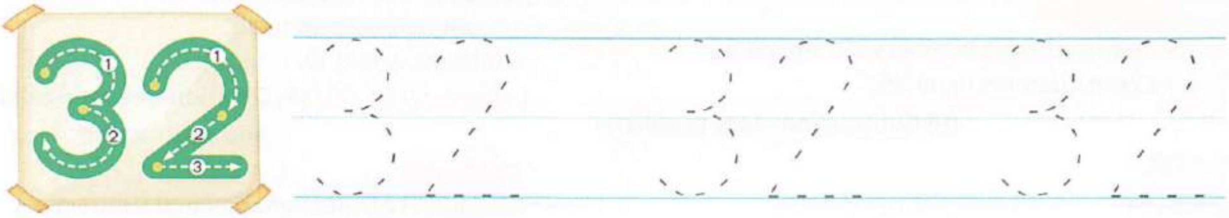


There are **32** balloons.

The number **32** has.
3 sets of tens and
2 extra ones.



Trace to write the number 32:

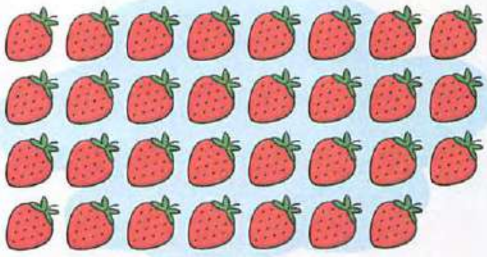


Daily Practice:

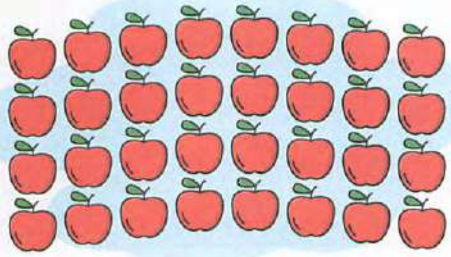
- Ask your child to mention the day that comes before and after Tuesday, then ask him/her to draw a circle around the day he/she spent in the school.

Practice

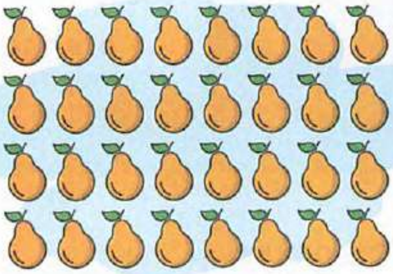
① Count, write the number, then complete using the suitable symbol (> , < or =):



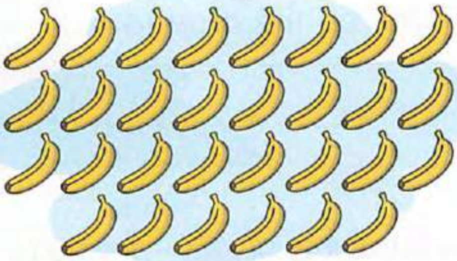
....



....



....



....

- The number of 🍎 .... The number of 🍓
- The number of 🍌 .... The number of 🍐
- The number of 🍐 .... The number of 🍎

② Draw 32 ❤ :

Parents' Tips:

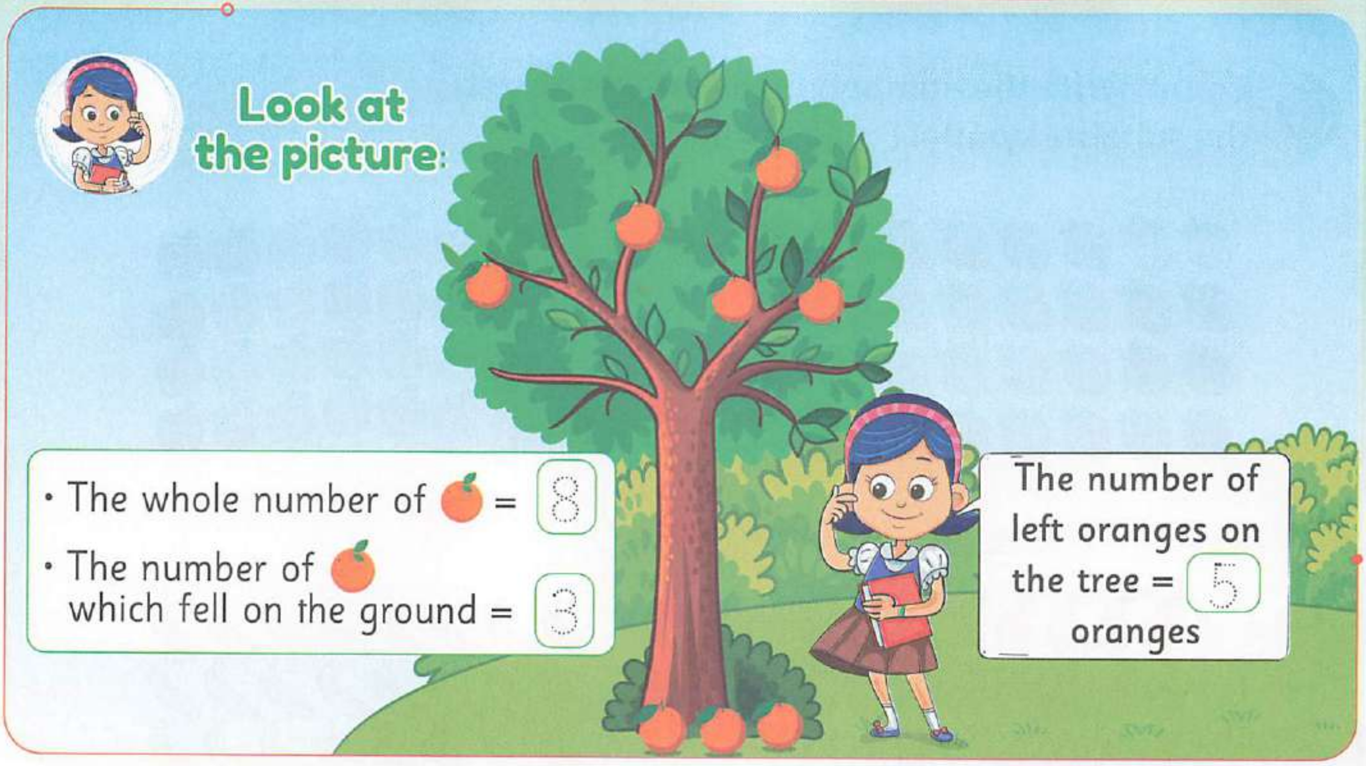
- Let your child count marbles up to 32.

Lesson 41

(B) Subtraction within 10

Study

Look at the picture:



- The whole number of 🍊 = 8
- The number of 🍊 which fell on the ground = 3

The number of left oranges on the tree = 5 oranges

minus

equals

The left

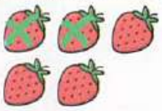
- The whole number of 🍊 − the number of 🍊 on the ground = 8 − 3 = 5

(Difference)

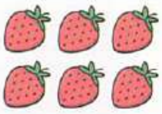
Practice

1 Cross out to subtract:

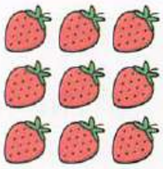
Ex. 5
− 2
3



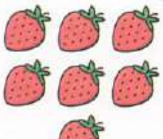
6
− 0
☐



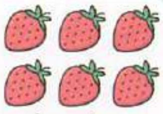
9
− 2
☐



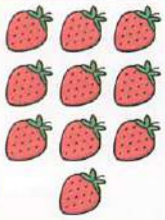
7
− 6
☐



8
− 7
☐



10
− 5
☐



Daily Practice:

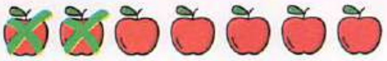
- Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary:

subtraction, minus, difference

② Draw 🍎, then cross out to subtract:

Ex.



7 − 2 = 5

6 − 3 = ☐

8 − 4 = ☐

5 − 3 = ☐

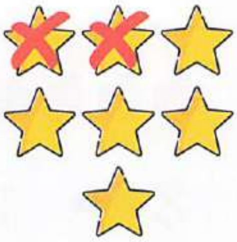
4 − 2 = ☐

9 − 6 = ☐

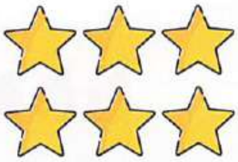
③ Cross out to subtract:

Ex.

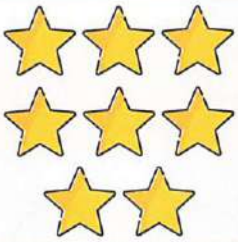
$$\begin{array}{r} 7 \\ -\,2 \\ \hline ⑤ \end{array}$$



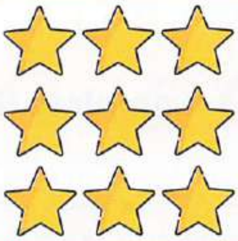
$$\begin{array}{r} 6 \\ -\,4 \\ \hline ☐ \end{array}$$



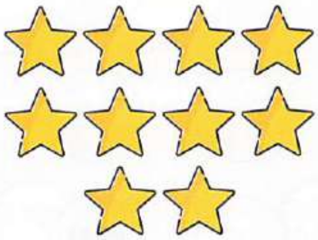
$$\begin{array}{r} 8 \\ -\,3 \\ \hline ☐ \end{array}$$



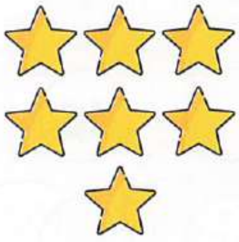
$$\begin{array}{r} 9 \\ -\,5 \\ \hline ☐ \end{array}$$



$$\begin{array}{r} 10 \\ -\,4 \\ \hline ☐ \end{array}$$



$$\begin{array}{r} 7 \\ -\,5 \\ \hline ☐ \end{array}$$



Now I can

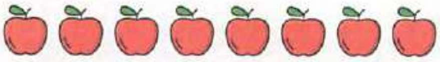
- read and write numbers 31 and 32.
- subtract within 10.

Parents' Tips:

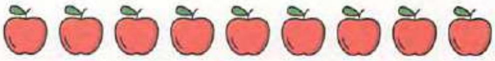
- Ask your child to find the difference of 5 – 5 by drawing hearts and crossing out to subtract.

Test Yourself

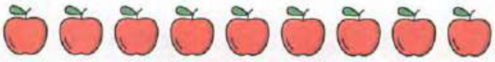
1 Cross out, then write the difference:



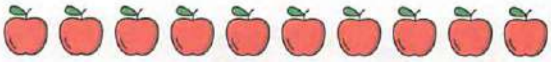
8 − 6 = ...



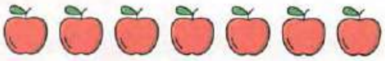
9 − 4 = ...



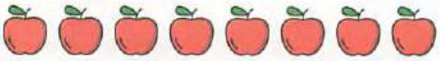
9 − 1 = ...



10 − 8 = ...



7 − 3 = ...



8 − 1 = ...

2 Complete the missing numbers:

... 1 ... 3 8

16 ... ...

... ... 22 ... 24 ... ...

... ... 28 ...

Assess your progress ★★★★★

Need help!

I still need a little help!

I need more practice!

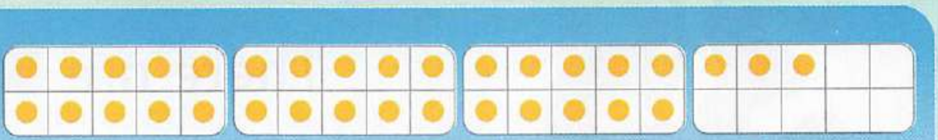
I understand.

Now, I understand well & can help my classmates.

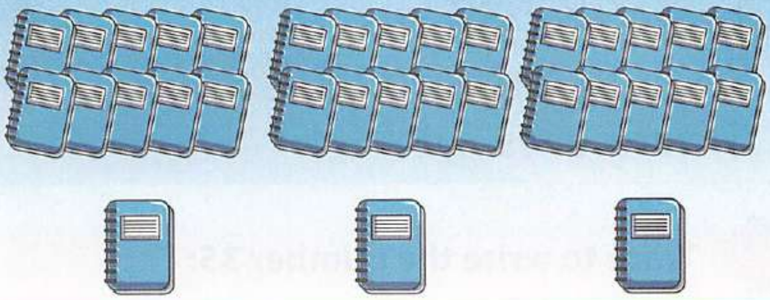
Lessons 42&43 (A) Counting numbers up to 35

Study

The number 33

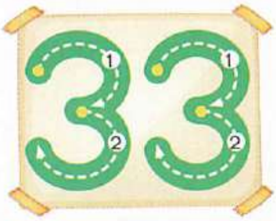


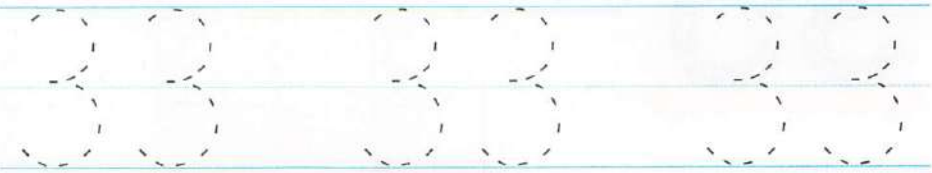
There are **33** notebooks



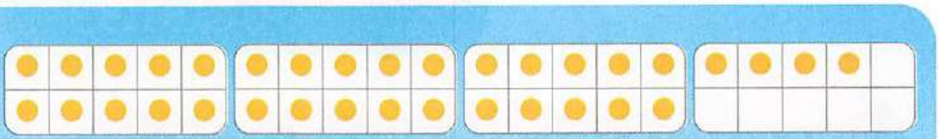
The number **33** has
3 sets of tens and
3 extra ones.

Trace to write the number 33:

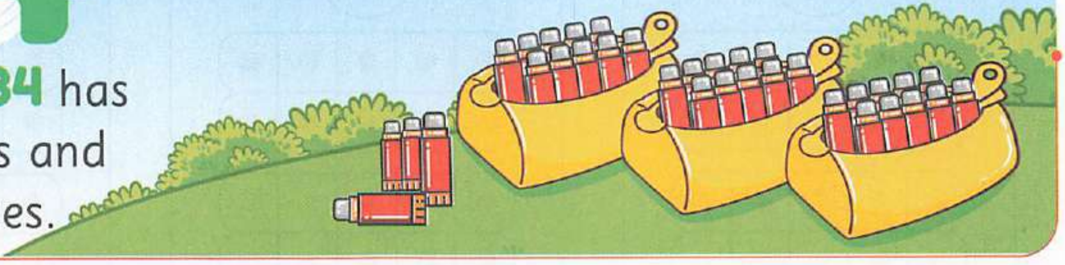




The number 34

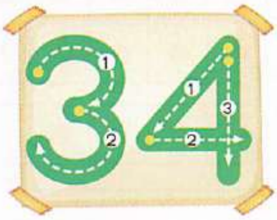


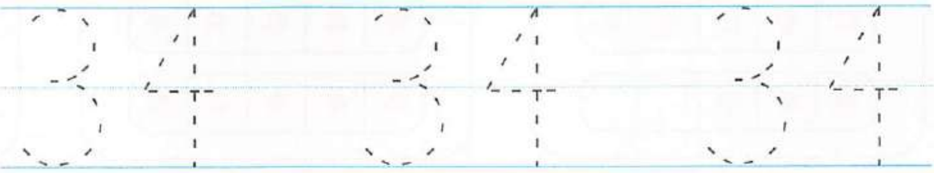
There are **34** tubes of glue.



The number **34** has
3 sets of tens and
4 extra ones.

Trace to write the number 34:





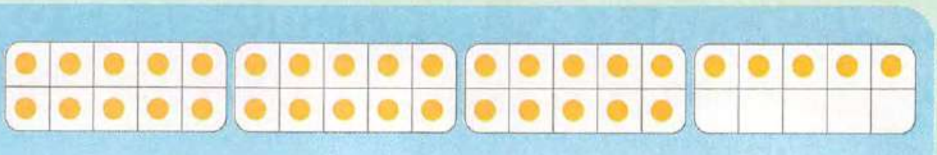
Daily Practice:

- Ask your child to tell you the number of the days of the current month, then ask him/her to draw a circle around the day he/she spent in the school.

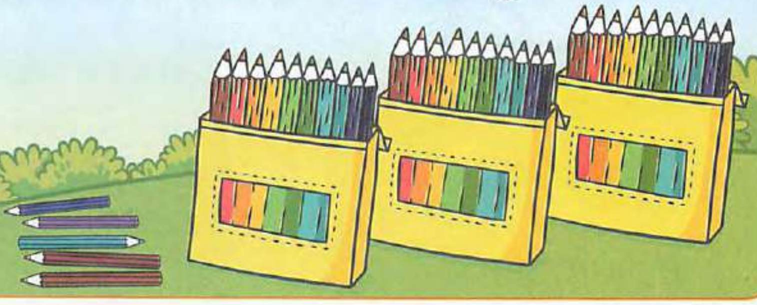
Vocabulary:

ten frame, subtraction

The number 35

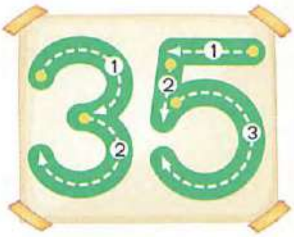


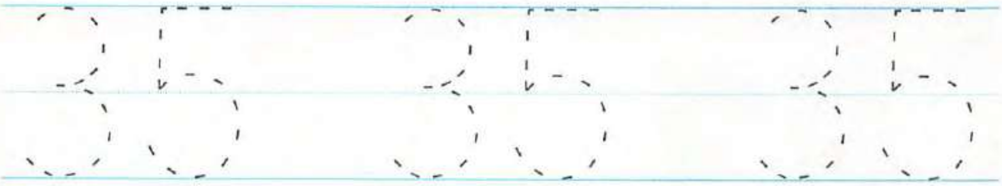
There are 35 crayons.



The number **35** has
3 sets of tens and
5 extra ones.

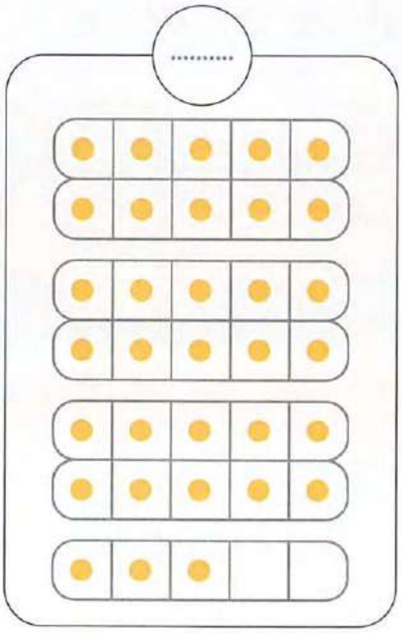
Trace to write the number 35:

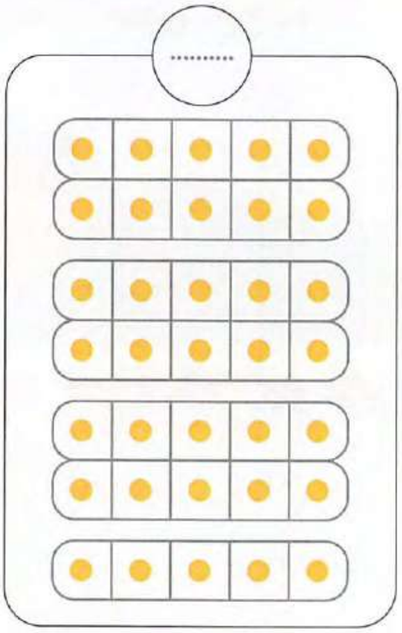


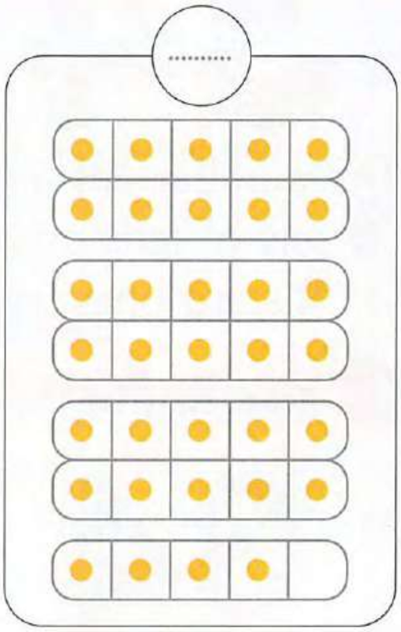


Practice

① Count the dots in each frame, then write the number:



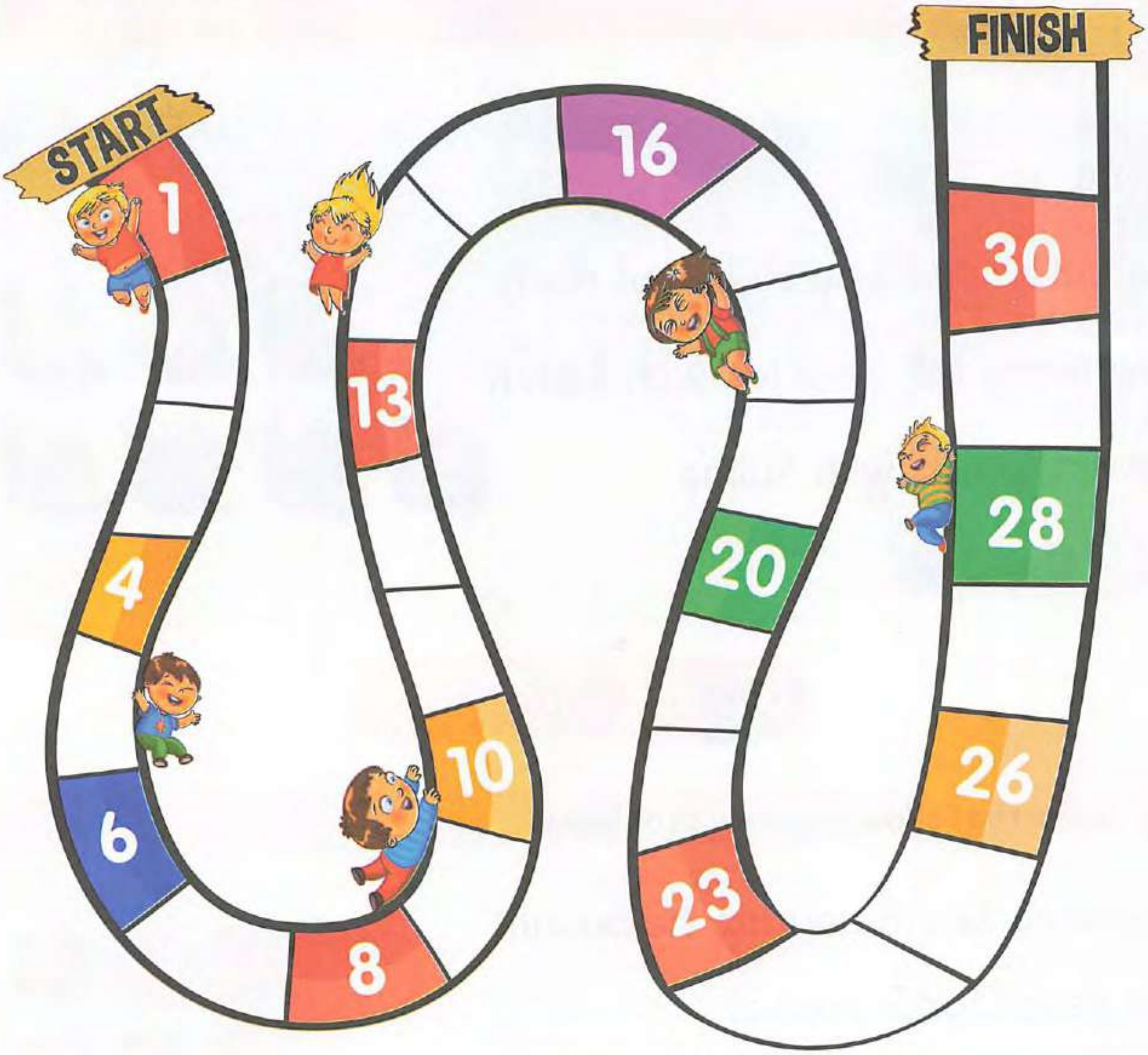




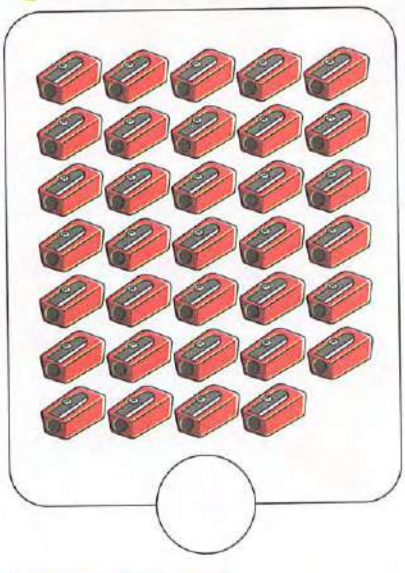
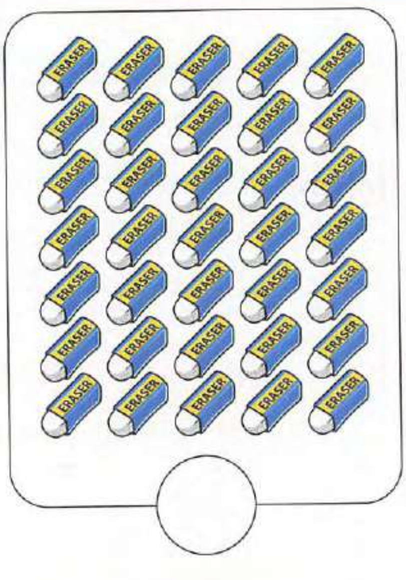
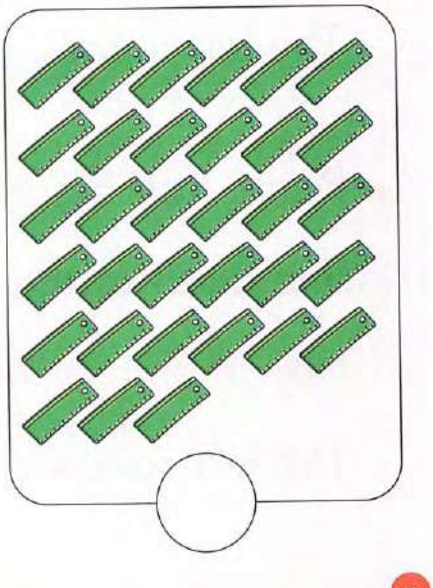
Parents' Tips:

- Train your child to write the number 35.
- Let your child count up to 35 using different objects.

2 Write the missing numbers:


START
1
4
6
8
10
13
16
20
23
26
28
30
FINISH

3 Count, then write the number of each group:

Parent's Tips:

- Help your child count up to 35 using beans.

Lessons
42&43

(B) Subtraction story problems

Study

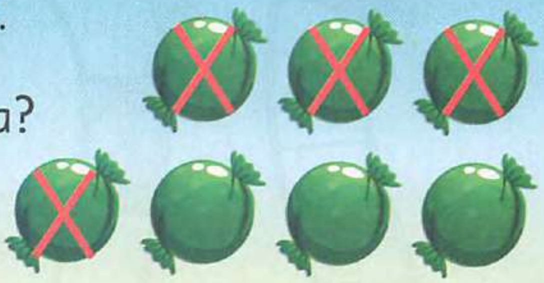
Salma has **7** 🍬.

She gave her friend Aya **4** of them.

How many 🍬 were left with Salma?

The left sweets with Salma

= **7** – **4** = **3** 🍬



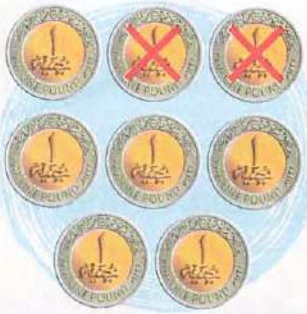
Practice

1 **Solve the following story problems:**

- Ahmed had 8 pounds, he bought a pencil for 2 pounds.

  How much money was left with him?

  The left money = ☐ - ☐ = ☐ 🪙

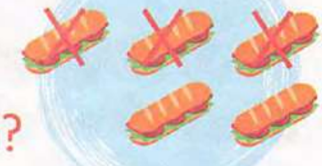


- Rania had 5 sandwiches.

  She ate 3 of them.

  How many sandwiches were left with Rania?

  The left sandwiches = ☐ - ☐ = ☐ 🥪



Daily Practice:

- Ask your child to tell you the name of the months of the year and to mention the months that have 31 days.

Vocabulary:

subtract , left.

② Read, think and solve:

- Gamila has 9 lollipops and Fatma has 6 lollipops.

What is the difference between what they have?

The difference = ☐ – ☐ = ☐ lollipops.

- Noha has 6 lamps. 4 of them are damaged.

How many lamps are left with her?

The left lamps = ☐ – ☐ = ☐ lamps.

- Nour has 8 pens and Hany has 5 pens.

How many more pens does Nour have than Hany?

What Nour has more than Hany = ☐ – ☐ = ☐ pens.

- Amira has 7 donuts and her friend Dina has 2 dounts.

What is the difference between what they have?

The difference = ☐ – ☐ = ☐ donuts.

Now I can

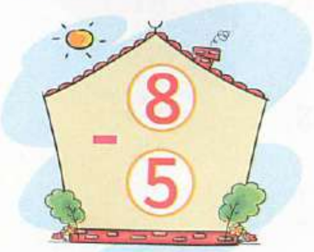
- read and write numbers up to 35.
- solve story problems in subtraction.

Parent's Tips:

- Let your child use his/her fingers in subtraction.

Test Yourself

1 Subtract:



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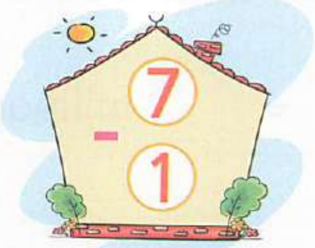

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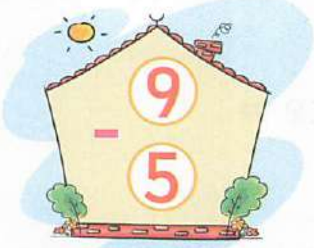

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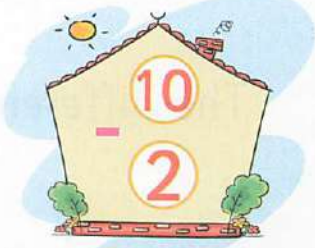

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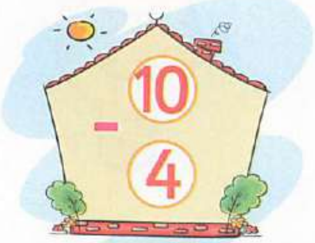

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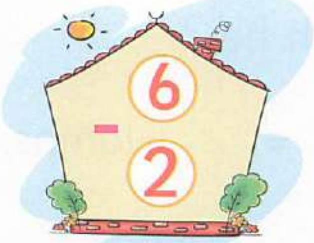

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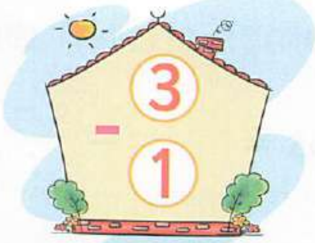

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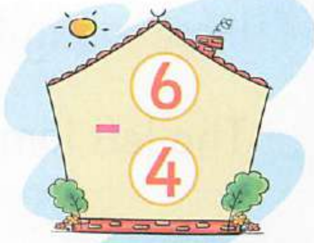


....

2 Complete:

28 → ... → ... → 31 → ... → ... → ... → ...

3 Read, then solve:

- Sara has 8 crayons, Laila took away 3 crayons.

How many crayons were left with Sara?

The left crayons = ☐ – ☐ = ☐ crayons.

- Ahmed had 9 candies , Samir took 4 of them.

How many candies are left with Ahmed?

The left candies = ☐ – ☐ = ☐ candies

Assess your progress ★★★★★

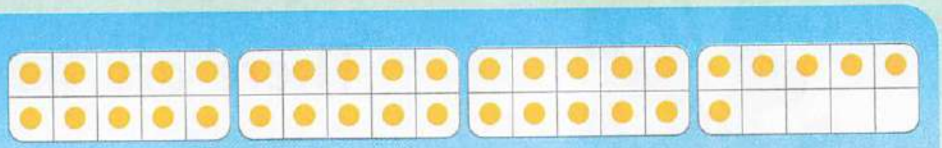
○ Need help! ○ I still need a little help! ○ I need more practice! ○ I understand. ○ Now, I understand well & can help my classmates.

Lessons
44&45

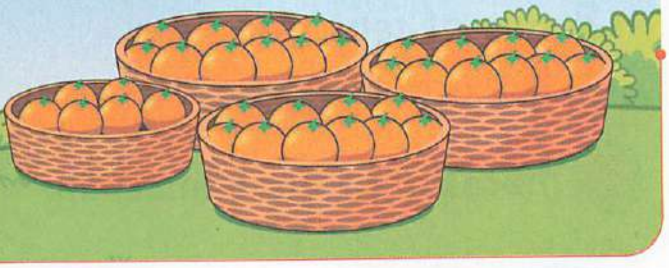
(A) Counting numbers up to 39

Study

The number 36

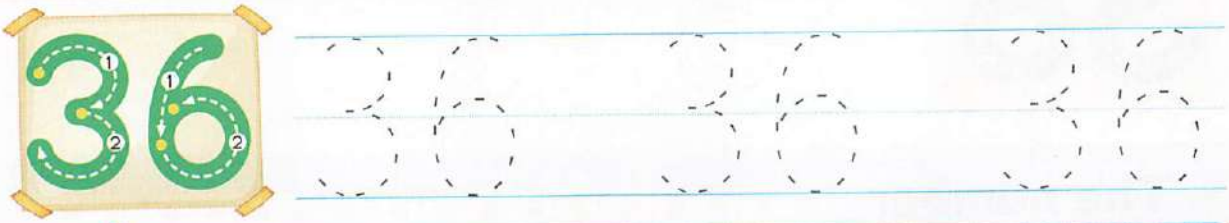


There are **36** oranges.

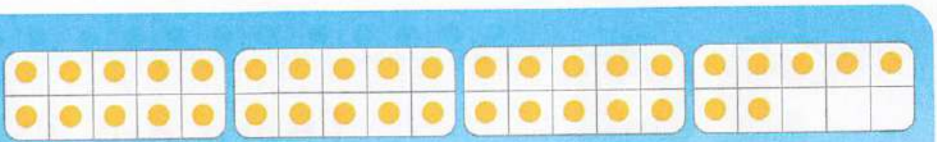


The number **36** has
3 sets of tens and
6 extra ones.

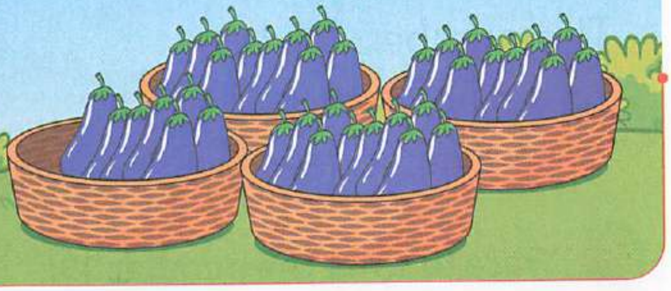
Trace to write the number 36:



The number 37

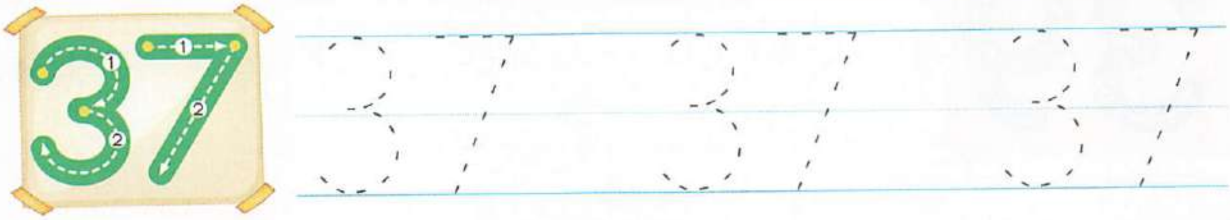


There are **37** eggplants.



The number **37** has
3 sets of tens and
7 extra ones.

Trace to write the number 37:



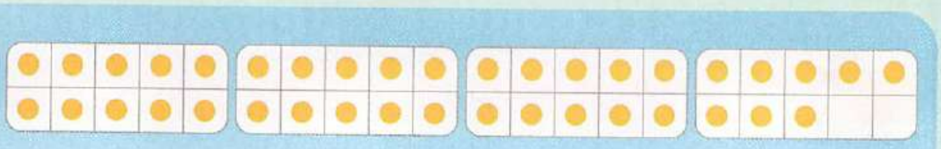
Daily Practice:

- Ask your child to mention the months which have 31 days, then ask him/her to draw a circle around the day he/she spent in the school.

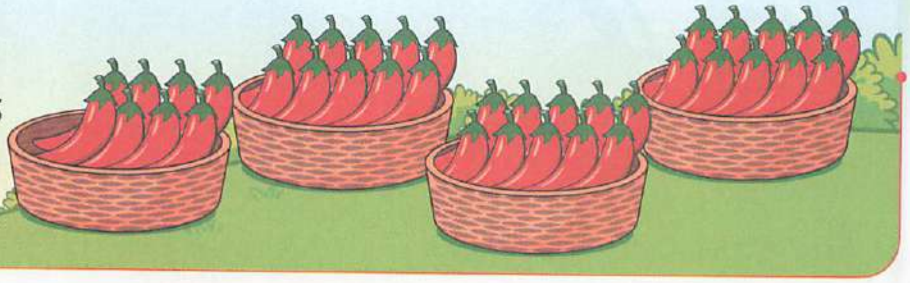
Vocabulary:

ten frame

The number 38

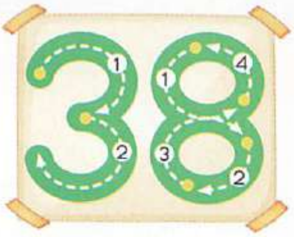


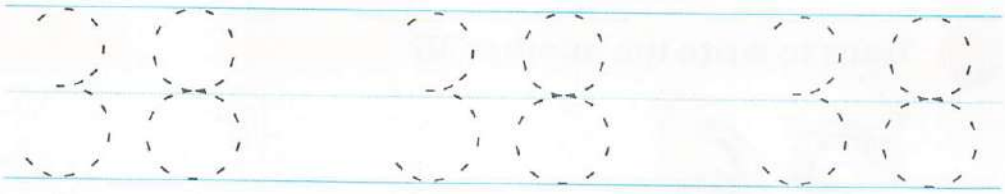
There are **38** peppers.



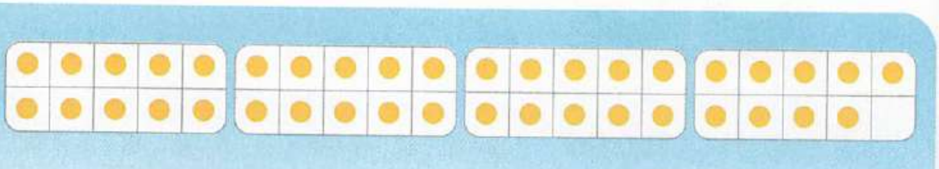
The number **38** has
3 sets of tens and
8 extra ones.

Trace to write the number 38:

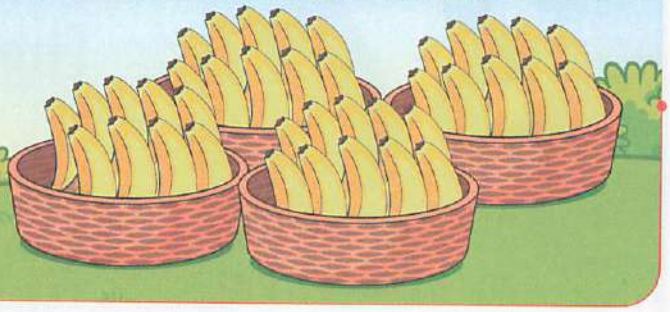




The number 39

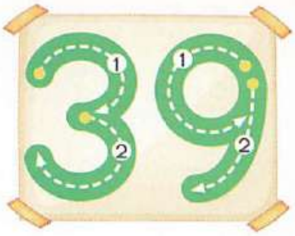


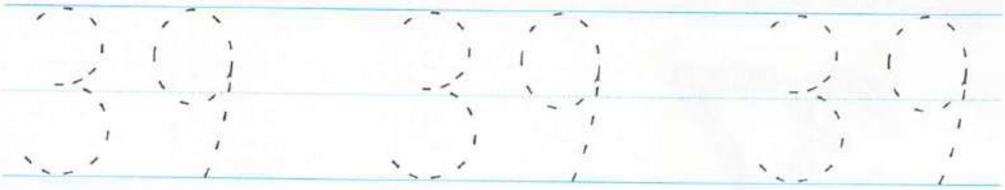
There are **39** bananas.



The number **39** has
3 sets of tens and
9 extra ones.

Trace to write the number 39:



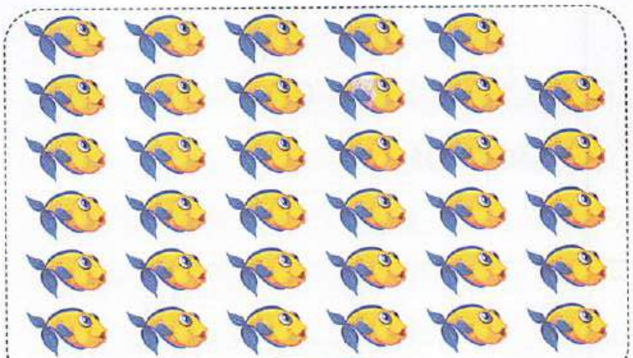


Parents' Tips:

- Ask your child to recognize the number 36, read and write it by tracing a few times on a piece of paper and ask him/her to write it alone.

Practice

1 Count, then write the number:



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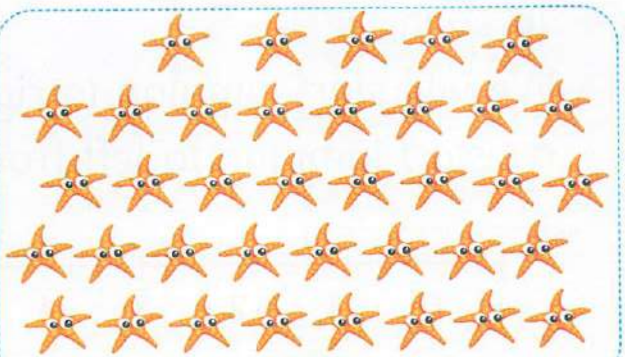

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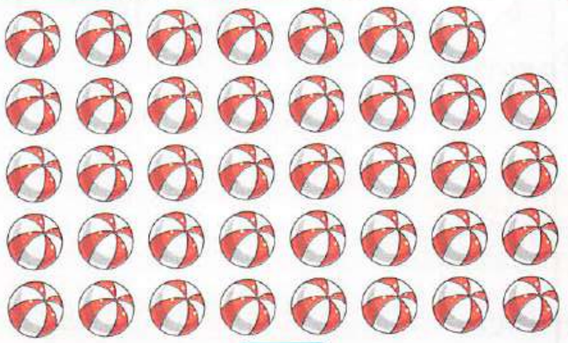

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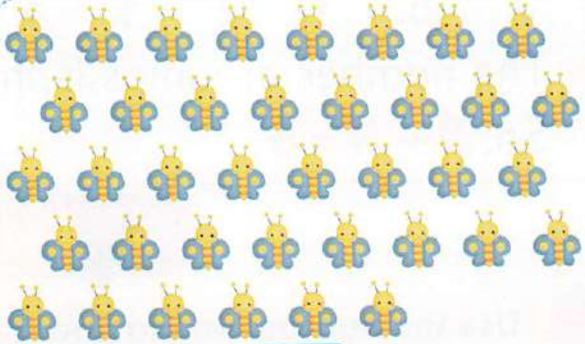

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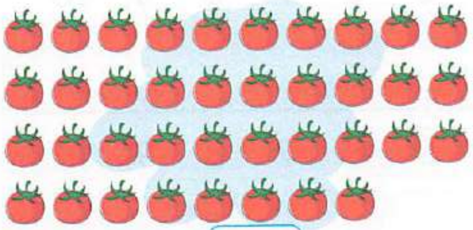
2 Count, then compare using (< , > or =):



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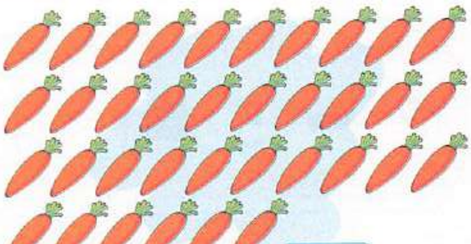
....



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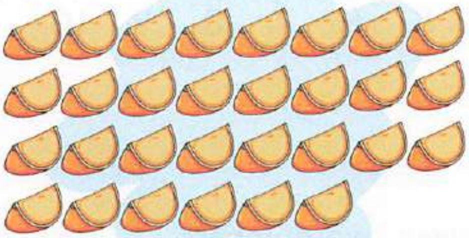

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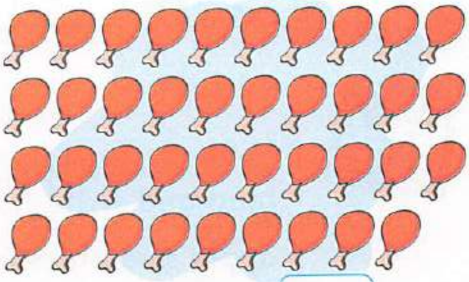

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Parents' Tips:

- Help your child recognize the numbers 36, 37, 38 and 39. Then, ask him/her to write them few times on a piece of paper by tracing and writing.
- Train your child to count up to 39 using different objects.

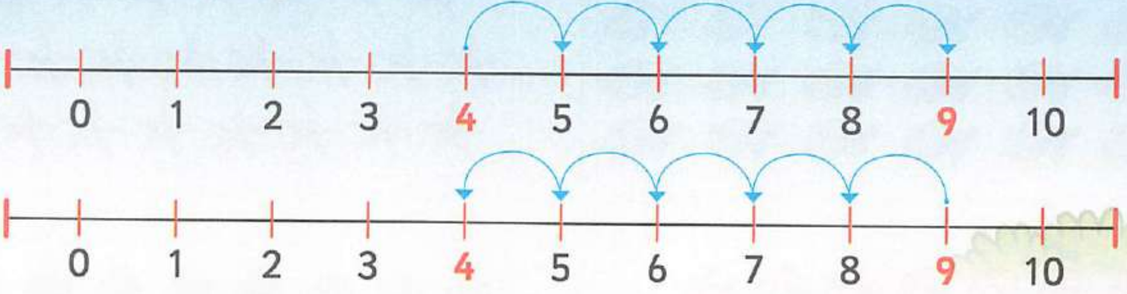
Lessons
44&45

(B) Subtracting using the number line

Study

We can use the number line to subtract and find the difference.

- To subtract **9 – 4**
- We will start jumping to right from **4** to stop at **9** **or** start jumping to left from **9** to stop at **4**.



0 1 2 3 4 5 6 7 8 9 10
0 1 2 3 4 5 6 7 8 9 10

- The number of jumps is the difference
  So, **9 – 4 = 5**

Practice

Use the number line to find the difference:

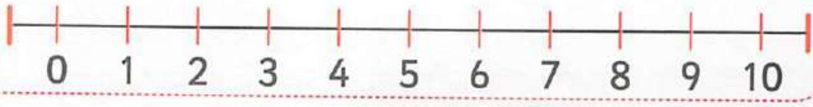
8 – 3 = ...

0 1 2 3 4 5 6 7 8 9 10

7 – 5 = ...

0 1 2 3 4 5 6 7 8 9 10

6 – 3 = ...



0 1 2 3 4 5 6 7 8 9 10

Now I can

- read and write numbers up to 39.
- apply strategies to find the difference between two numbers.

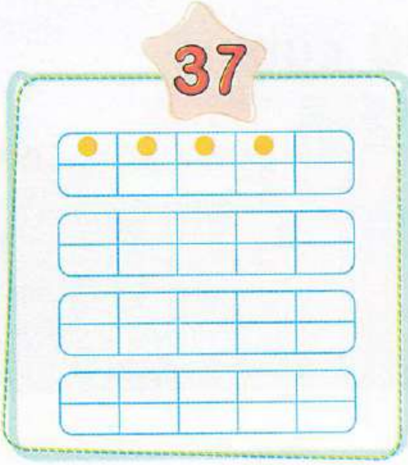
Daily Practice:

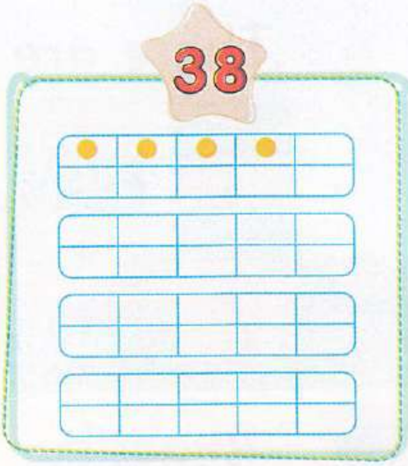
- Ask your child to mention the day that comes before and after Sunday, then ask him/ her to draw a circle around the day he / she spent in the school.

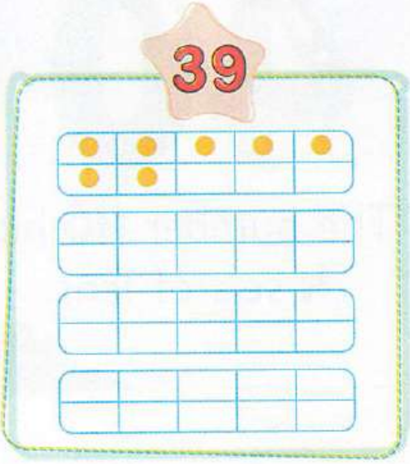
Vocabulary: subtract, number line, difference.

Test Yourself

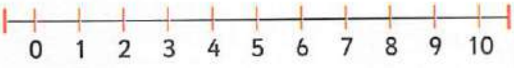
1 Complete the dots to get the given numbers:







2 Find the result using the number line, then color the correct sign (< , > or =):

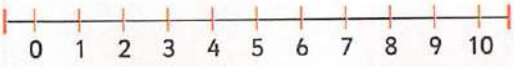

0 1 2 3 4 5 6 7 8 9 10

7 − 3 = ...

< > =

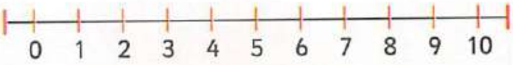
0 1 2 3 4 5 6 7 8 9 10

7 + 3 = ...

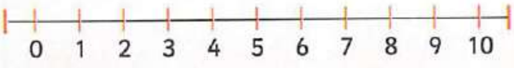

0 1 2 3 4 5 6 7 8 9 10

8 − 5 = ...

< > =

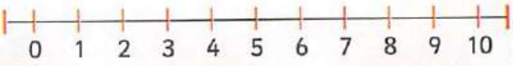

0 1 2 3 4 5 6 7 8 9 10

0 + 3 = ...


0 1 2 3 4 5 6 7 8 9 10

9 − 4 = ...

< > =


0 1 2 3 4 5 6 7 8 9 10

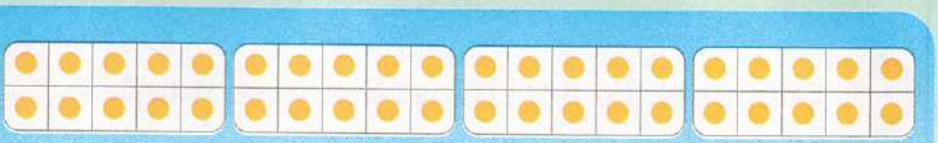
6 + 4 = ...

Assess your progress ★★★★★

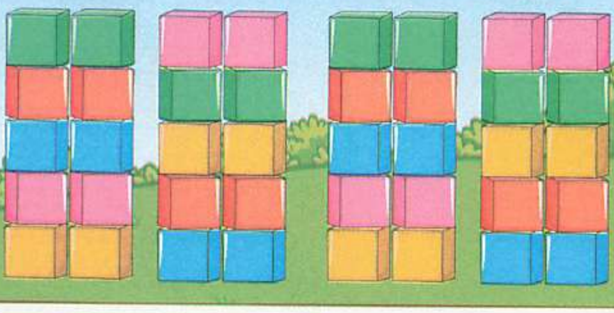
Need help! | I still need a little help! | I need more practice! | I understand. | Now, I understand well & can help my classmates.

Counting numbers up to 40

The number 40



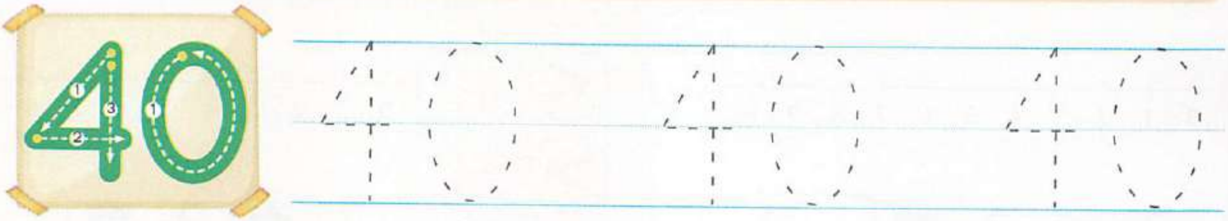
There are **40** cubes.



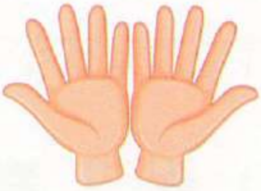
The number **40** has **4** sets of tens.

Practice

1 Trace to write the number 40:



2 Count fingers, then write the numbers:



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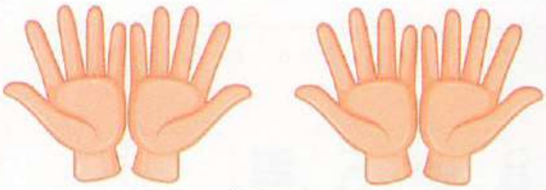

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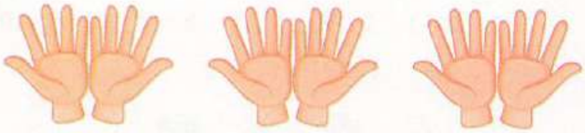
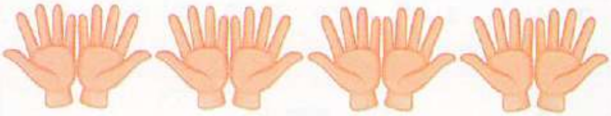


....



....

Daily Practice:

- Ask your child to mention the day that comes before and after Friday, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: ten frame, subtraction, number line.

③ Complete the missing numbers:

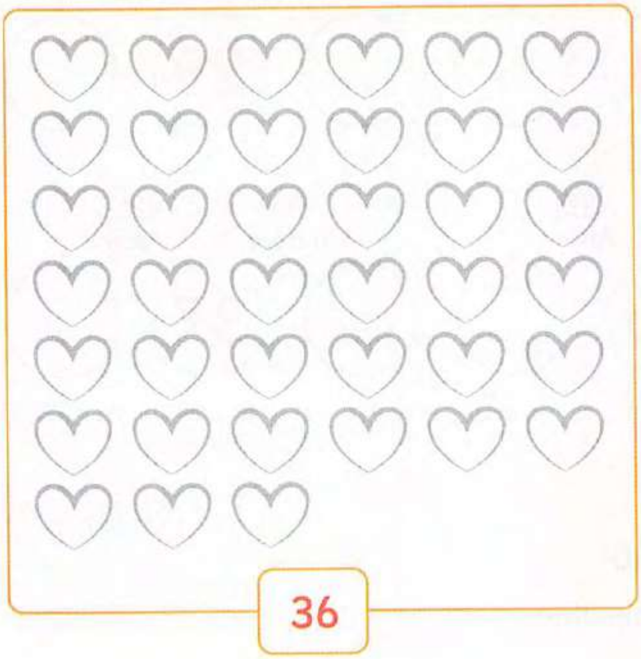
1	2	3		5
6			9	

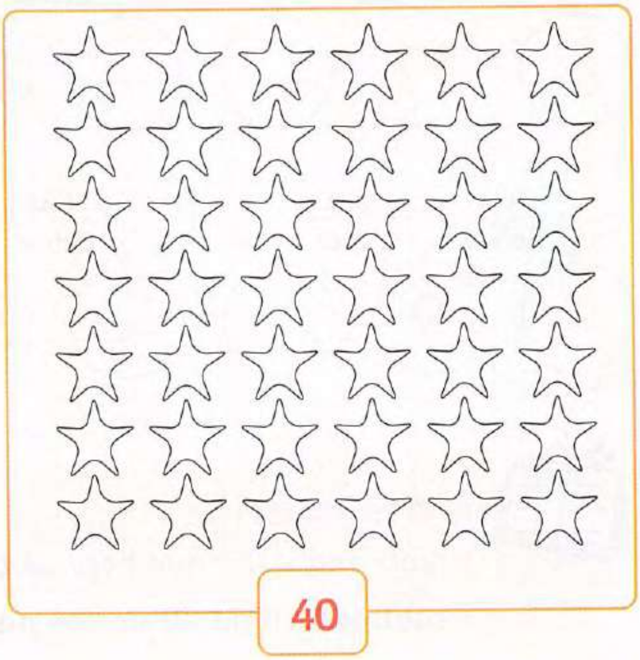
11		13		
	17			20

21			24	
	27	28		

31		33		
			39	

④ Color according to the given numbers:

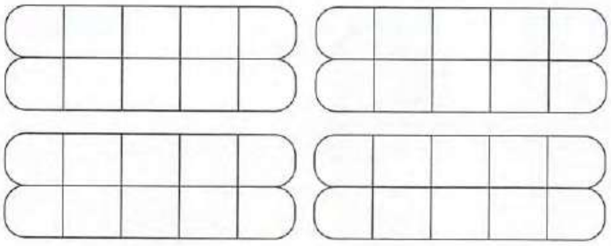




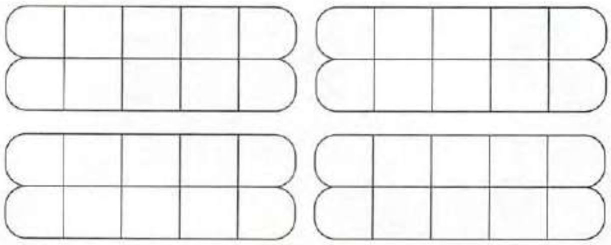
Parents' Tips:

- Help your child find the missing numbers till 40.

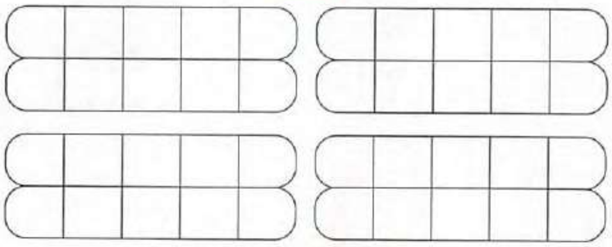
⑤ Draw dots in the 10 frames to show the given numbers:



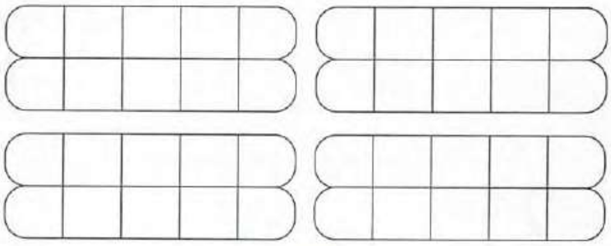
37



39



40



35

⑥ Complete:

Just Before ………… 38 ………… Just After

Just Before ………… 20 ………… Just After

Just Before ………… 23 ………… Just After

Just Before ………… 17 ………… Just After

Just Before ………… 31 ………… Just After

Just Before ………… 29 ………… Just After

Just Before ………… 9 ………… Just After

Just Before ………… 36 ………… Just After

Just Before ………… 37 ………… Just After

Now I can

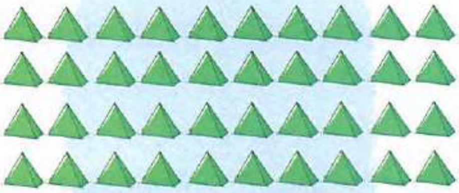
- read and write numbers up to 40.
- subtract within 10 on the number line.

Parents' Tips:

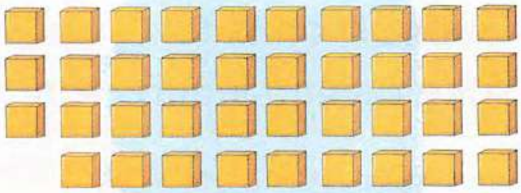
- Ask your child to find the number after and before any number up to 39.

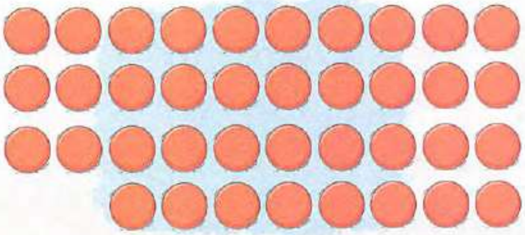
Test Yourself

① Count and put the suitable sign (> or < or =):



....





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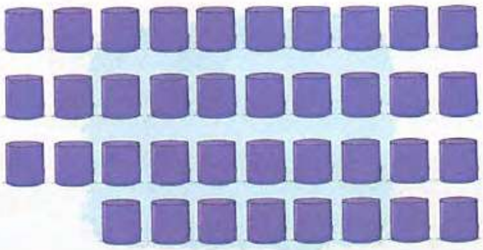
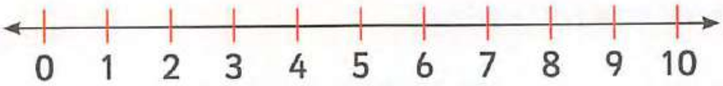


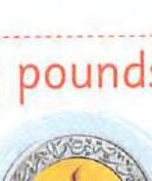
② Solve the following story problems using the number line:

- Fatma picked 9 oranges. Hana picked 6 oranges.
  What's the difference between what they picked?

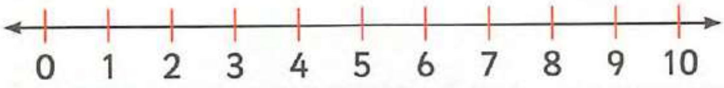
☐ - ☐ = ☐



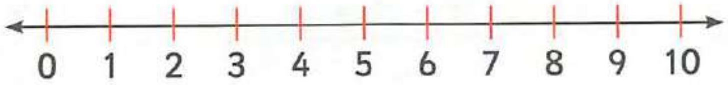
- Samy ate 3 bananas. Mohamed ate 5 bananas.
  What's the difference between what they ate?



☐ - ☐ = ☐



- Soha had 5 pounds, she spent 2 pounds. How many pounds are left with her? ☐ - ☐ = ☐



Assess your progress
★★★★★

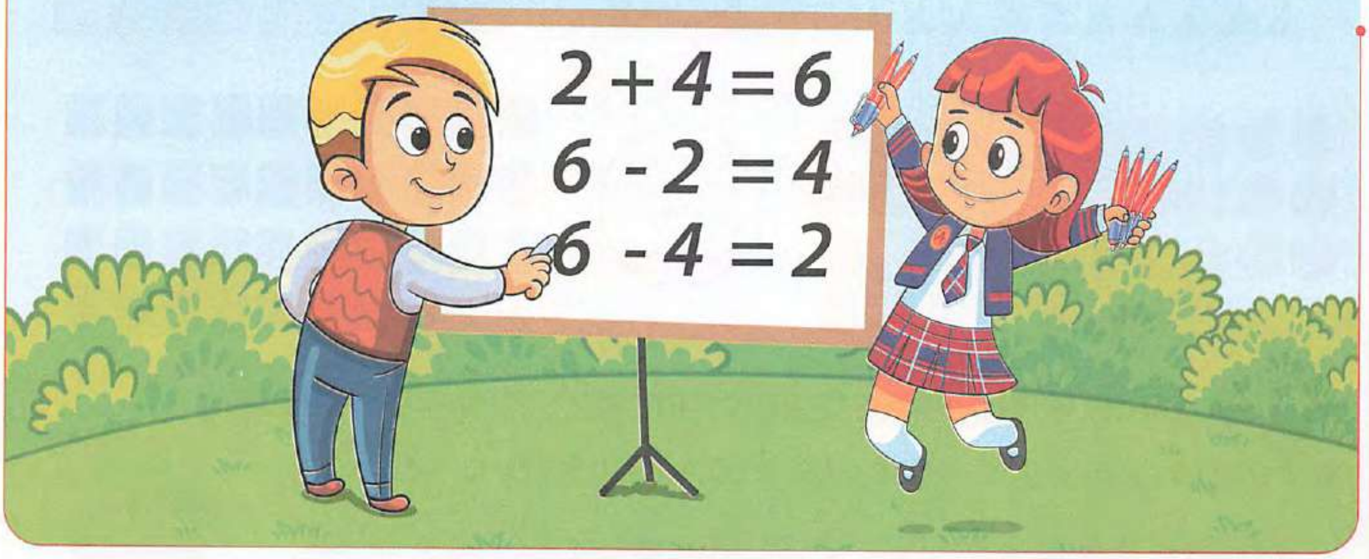
Need help!	I still need a little help!	I need more practice!	I understand.	Now, I understand well & can help my classmates.

Lessons
48 - 50

(A) Relation between addition and subtraction

Study

- Addition is to put objects together.
- Subtraction is to take away / apart from objects.
- Addition & Subtraction are opposite operations and they are related in.



Practice

1 Answer each of the following:

Ex. 6 + 2 = 8
2 + 6 = 8
8 – 6 = 2
8 – 2 = 6

1 + 4 = …………
4 + 1 = …………
5 – 1 = …………
5 – 4 = …………

5 + 5 = …………
10 – 5 = …………

7 + 3 = …………
3 + 7 = …………
10 – 7 = …………
10 – 3 = …………

3 + 6 = …………
6 + 3 = …………
9 – 6 = …………
9 – 3 = …………

5 + 4 = …………
4 + 5 = …………
9 – 5 = …………
9 – 4 = …………

Daily Practice:

- Ask your child to mention the months that have 30 days, then ask him/her to draw a circle around the day he/she spent in the school.

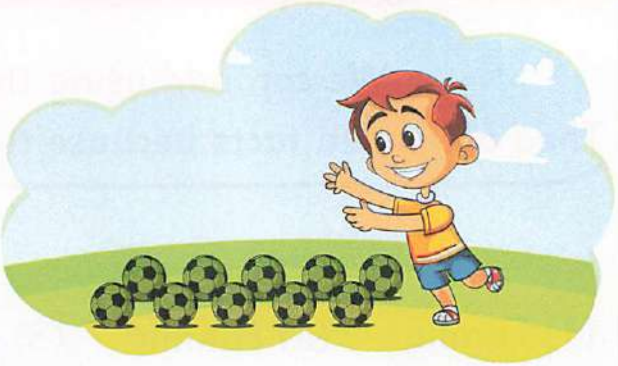
Vocabulary:

addition, equals, subtraction, minus, ten frame, plus, relation, opposite

② Read, then solve:

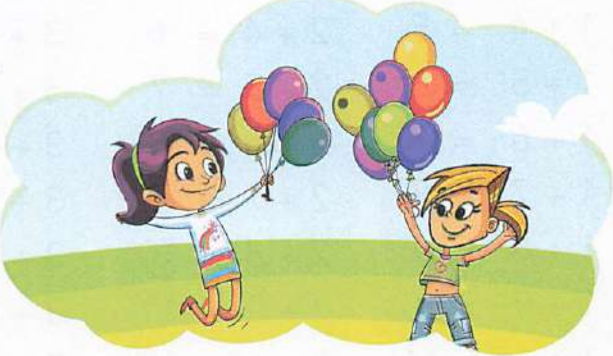
Ex.

- If Hamza had 10 ⚽ and he gave his friend 7 of them, what is the number of balls left with Hamza?



The number of balls with Hamza = 10 – 7 = 3 balls

- Yasmine has 8 balloons and Sarah has 5 balloons. Find the difference between the numbers of their balloons.

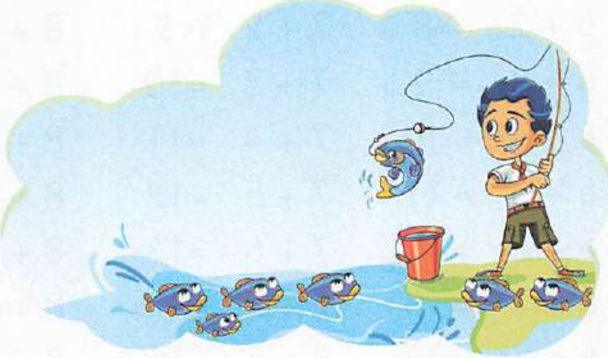


The difference = ... – .... = ... balloons.

- The whole number of fish = ...,

3 of them are out of the lake.

Write the number of the left fish.



The number of left fish = ... – ...... = ... 🐟

Parents' Tips:

- Help your child learn how to find the difference between two numbers by using the crayons (4 of them are yellow, 6 are red) and find the difference between them.

Lessons 48 - 50

(B) Addition fact families

Study

We can add using the fact family.
They are called facts because the answers never change.

(1) Family	(2) Family	(3) Family	(4) Family	(5) Family
1 + 0 = 1	2 + 0 = 2	3 + 0 = 3	4 + 0 = 4	5 + 0 = 5
1 + 1 = 2	2 + 1 = 3	3 + 1 = 4	4 + 1 = 5	5 + 1 = 6
1 + 2 = 3	2 + 2 = 4	3 + 2 = 5	4 + 2 = 6	5 + 2 = 7
1 + 3 = 4	2 + 3 = 5	3 + 3 = 6	4 + 3 = 7	5 + 3 = 8
1 + 4 = 5	2 + 4 = 6	3 + 4 = 7	4 + 4 = 8	5 + 4 = 9
1 + 5 = 6	2 + 5 = 7	3 + 5 = 8	4 + 5 = 9	5 + 5 = 10
1 + 6 = 7	2 + 6 = 8	3 + 6 = 9	4 + 6 = 10	5 + 6 = 11
1 + 7 = 8	2 + 7 = 9	3 + 7 = 10	4 + 7 = 11	5 + 7 = 12
1 + 8 = 9	2 + 8 = 10	3 + 8 = 11	4 + 8 = 12	5 + 8 = 13
1 + 9 = 10	2 + 9 = 11	3 + 9 = 12	4 + 9 = 13	5 + 9 = 14
1 + 10 = 11	2 + 10 = 12	3 + 10 = 13	4 + 10 = 14	5 + 10 = 15

(6) Family	(7) Family	(8) Family	(9) Family	(10) Family
6 + 0 = 6	7 + 0 = 7	8 + 0 = 8	9 + 0 = 9	10 + 0 = 10
6 + 1 = 7	7 + 1 = 8	8 + 1 = 9	9 + 1 = 10	10 + 1 = 11
6 + 2 = 8	7 + 2 = 9	8 + 2 = 10	9 + 2 = 11	10 + 2 = 12
6 + 3 = 9	7 + 3 = 10	8 + 3 = 11	9 + 3 = 12	10 + 3 = 13
6 + 4 = 10	7 + 4 = 11	8 + 4 = 12	9 + 4 = 13	10 + 4 = 14
6 + 5 = 11	7 + 5 = 12	8 + 5 = 13	9 + 5 = 14	10 + 5 = 15
6 + 6 = 12	7 + 6 = 13	8 + 6 = 14	9 + 6 = 15	10 + 6 = 16
6 + 7 = 13	7 + 7 = 14	8 + 7 = 15	9 + 7 = 16	10 + 7 = 17
6 + 8 = 14	7 + 8 = 15	8 + 8 = 16	9 + 8 = 17	10 + 8 = 18
6 + 9 = 15	7 + 9 = 16	8 + 9 = 17	9 + 9 = 18	10 + 9 = 19
6 + 10 = 16	7 + 10 = 17	8 + 10 = 18	9 + 10 = 19	10 + 10 = 20

Daily Practice:

- Ask your child to mention the months that have 30 days, then ask him/her to draw a circle around the day he/she spent in the school.

Practice

1 Use addition to complete the fact families:

1 + 0 = ...
1 + 1 = ...
1 + 2 = ...
1 + 3 = ...
1 + 4 = ...
1 + 5 = ...
1 + 6 = ...
1 + 7 = ...
1 + 8 = ...
1 + 9 = ...
1 + 10 = ...

2 + 0 = ...
2 + 1 = ...
2 + 2 = ...
2 + 3 = ...
2 + 4 = ...
2 + 5 = ...
2 + 6 = ...
2 + 7 = ...
2 + 8 = ...
2 + 9 = ...
2 + 10 = ...

3 + 0 = ...
3 + 1 = ...
3 + 2 = ...
3 + 3 = ...
3 + 4 = ...
3 + 5 = ...
3 + 6 = ...
3 + 7 = ...
3 + 8 = ...
3 + 9 = ...
3 + 10 = ...

4 + 0 = ...
4 + 1 = ...
4 + 2 = ...
4 + 3 = ...
4 + 4 = ...
4 + 5 = ...
4 + 6 = ...
4 + 7 = ...
4 + 8 = ...
4 + 9 = ...
4 + 10 = ...

5 + 0 = ...
5 + 1 = ...
5 + 2 = ...
5 + 3 = ...
5 + 4 = ...
5 + 5 = ...
5 + 6 = ...
5 + 7 = ...
5 + 8 = ...
5 + 9 = ...
5 + 10 = ...

2 Complete using fact family:

Ex.

③ ⑥ ⑨

3 + 6 = 9
6 + 3 = 9
9 – 3 = 6
9 – 6 = 3

⑧ ② ⑩

.... + ... = ...
.... + ... = ...
.... – .... = ...
.... – .... = ...

⑤ ③ ⑧

.... + ... = ...
.... + ... = ...
.... – .... = ...
.... – .... = ...

Parents' Tips:

- Let your child use the fact families and relation between addition and subtraction to answer some addition and subtraction problems.

3 Add to create fact families:

6 + 0 = ...
6 + 1 = ...
6 + 2 = ...
6 + 3 = ...
6 + 4 = ...
6 + 5 = ...
6 + 6 = ...
6 + 7 = ...
6 + 8 = ...
6 + 9 = ...
6 + 10 = ...

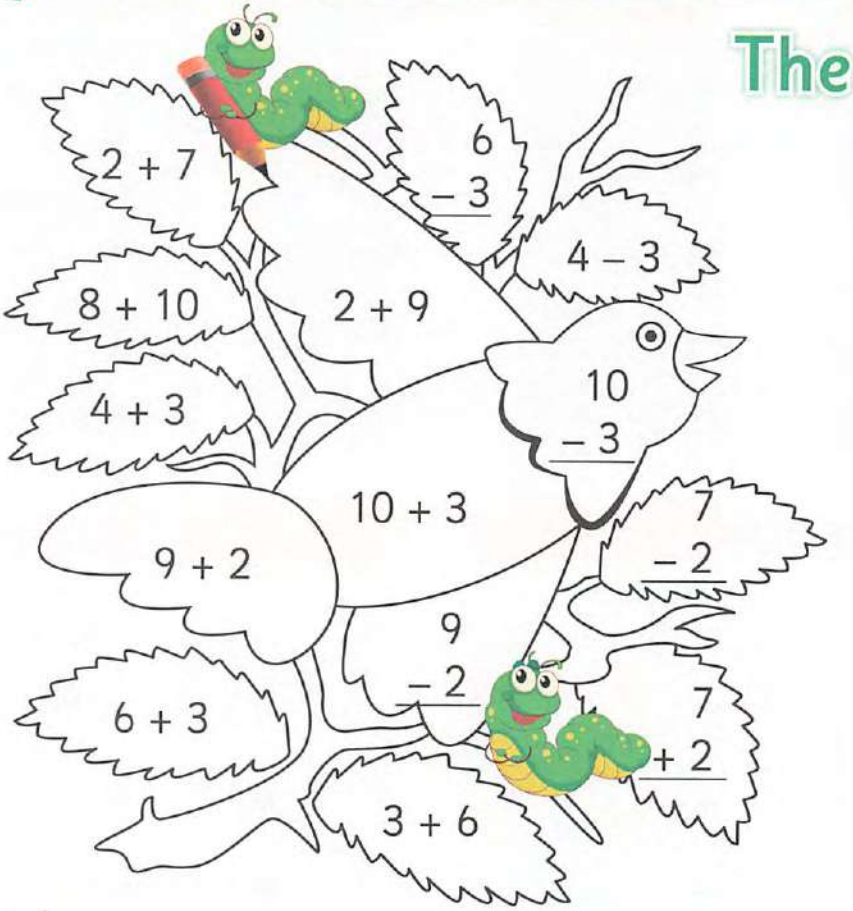
7 + 0 = ...
7 + 1 = ...
7 + 2 = ...
7 + 3 = ...
7 + 4 = ...
7 + 5 = ...
7 + 6 = ...
7 + 7 = ...
7 + 8 = ...
7 + 9 = ...
7 + 10 = ...

8 + 0 = ...
8 + 1 = ...
8 + 2 = ...
8 + 3 = ...
8 + 4 = ...
8 + 5 = ...
8 + 6 = ...
8 + 7 = ...
8 + 8 = ...
8 + 9 = ...
8 + 10 = ...

9 + 0 = ...
9 + 1 = ...
9 + 2 = ...
9 + 3 = ...
9 + 4 = ...
9 + 5 = ...
9 + 6 = ...
9 + 7 = ...
9 + 8 = ...
9 + 9 = ...
9 + 10 = ...

10 + 0 = ...
10 + 1 = ...
10 + 2 = ...
10 + 3 = ...
10 + 4 = ...
10 + 5 = ...
10 + 6 = ...
10 + 7 = ...
10 + 8 = ...
10 + 9 = ...
10 + 10 = ...

4 Solve the problems, then color the bird using the key:



The Key family

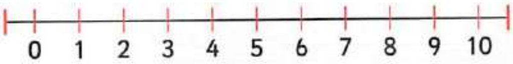
9 in green
13 in red
11in yellow
5 in orange
7 in brown
18 in blue
1 in pink
3 in white

Now I can

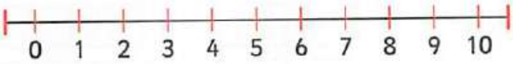
- find the difference between 2 numbers within 10.
- use addition to form the fact families of different numbers.

Test Yourself

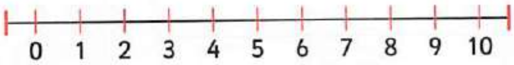
1 Solve each of the following using the number line:


0 1 2 3 4 5 6 7 8 9 10

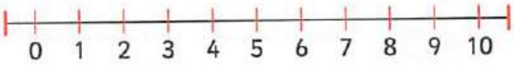
3 + 5 = ...


0 1 2 3 4 5 6 7 8 9 10

8 − 2 = ...


0 1 2 3 4 5 6 7 8 9 10

7 − 3 = ...


0 1 2 3 4 5 6 7 8 9 10

6 + 3 = ...

2 Find the sum:

3
+ 7
....

2
+ 6
....

0
+ 8
....

1
+ 9
....

10
+ 10
....

10
+ 3
....

9
+ 5
....

5
+ 10
....

4
+ 5
....

10
+ 8
....

3 Solve the following:

8 + 2 = 10
10 − 2 = ...
10 − 8 = ...

6 + 2 = 8
8 − 2 = ...
8 − 6 = ...

9 − 4 = 5
4 + 5 = ...
9 − 5 = ...

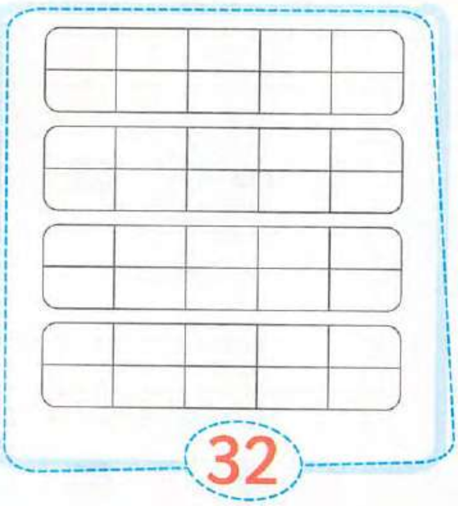
7 − 5 = 2
7 − 2 = ...
5 + 2 = ...

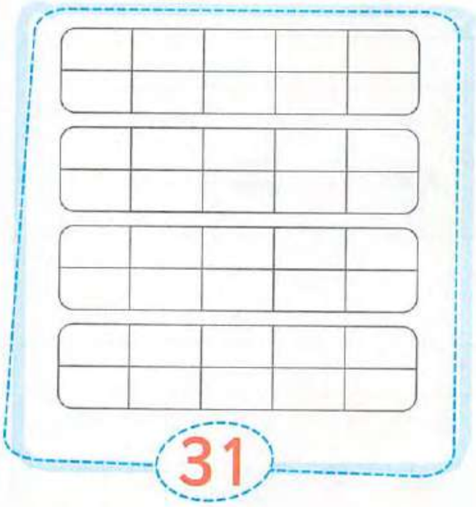
Assess your progress
★ ★ ★ ★ ★

Need help!
I still need a little help!
I need more practice!
I understand.
Now, I understand well & can help my classmates.

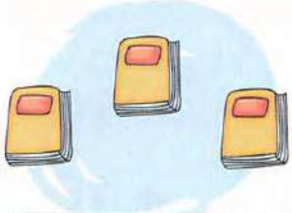
General Practice

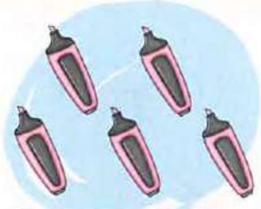
1 Fill in the ten frames to form the given numbers:

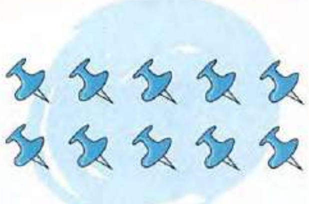

32

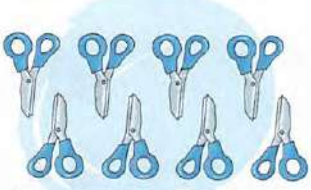

31

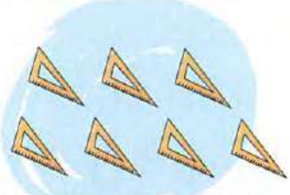
2 Cross out to subtract:

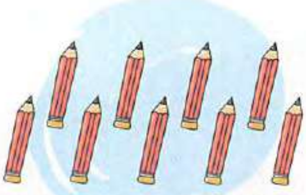

3 – 2 =


5 – 1 =


10 – 8 =

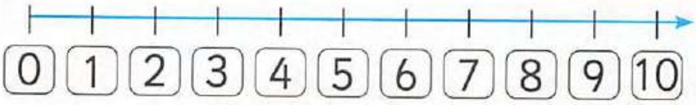

8 – 5 =


7 – 1 =

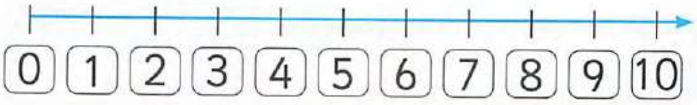

9 – 2 =

3 Subtract using the number line:

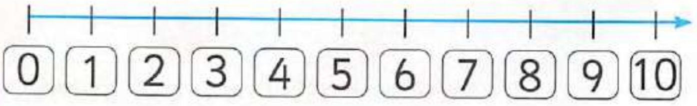
4 – 4 = ☐


0
1
2
3
4
5
6
7
8
9
10

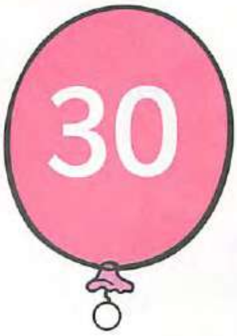
9 – 3 = ☐

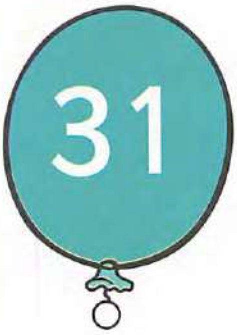

0
1
2
3
4
5
6
7
8
9
10

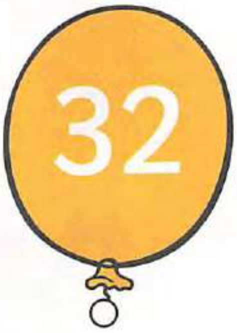
7 – 1 = ☐


0
1
2
3
4
5
6
7
8
9
10

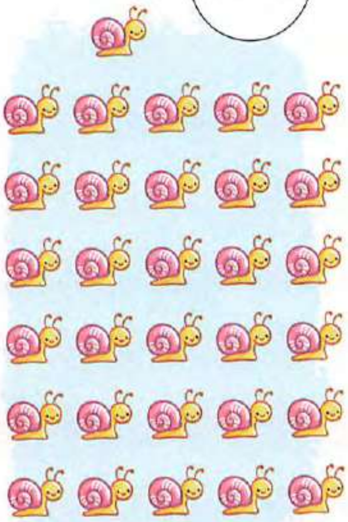
4 Count and match:



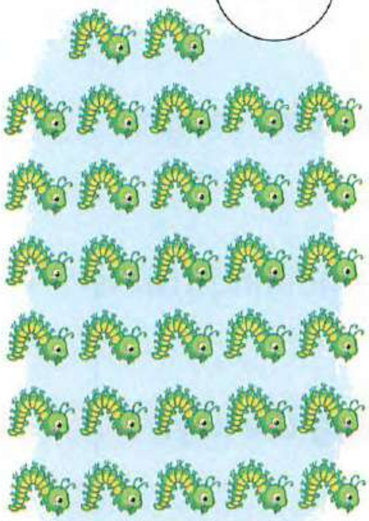




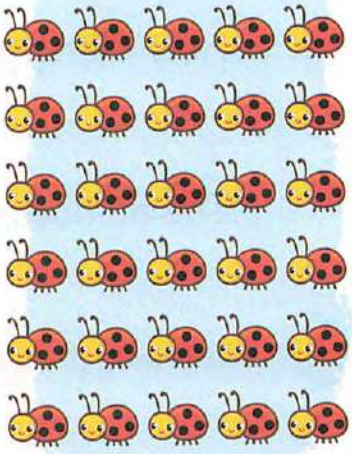
○ ○ ……



○ ○ ……



○ ○ ……



5 Compare using (<, > or =):

4 – 3 ○ 6 – 0

5 + 4 ○ 2 + 7

7 – 0 ○ 7 + 0

10 – 1 ○ 4 – 3

6 Complete:

7 + 2 = ……

9 – 2 = ……

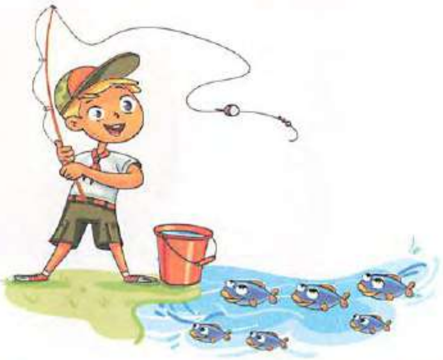
9 – 7 = ……

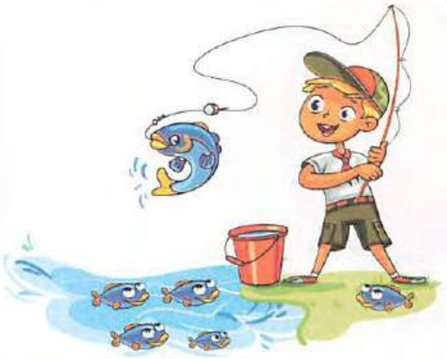
9 + 1 = ……

10 – 9 = ……

10 – 1 = ……

7 Notice, then answer:



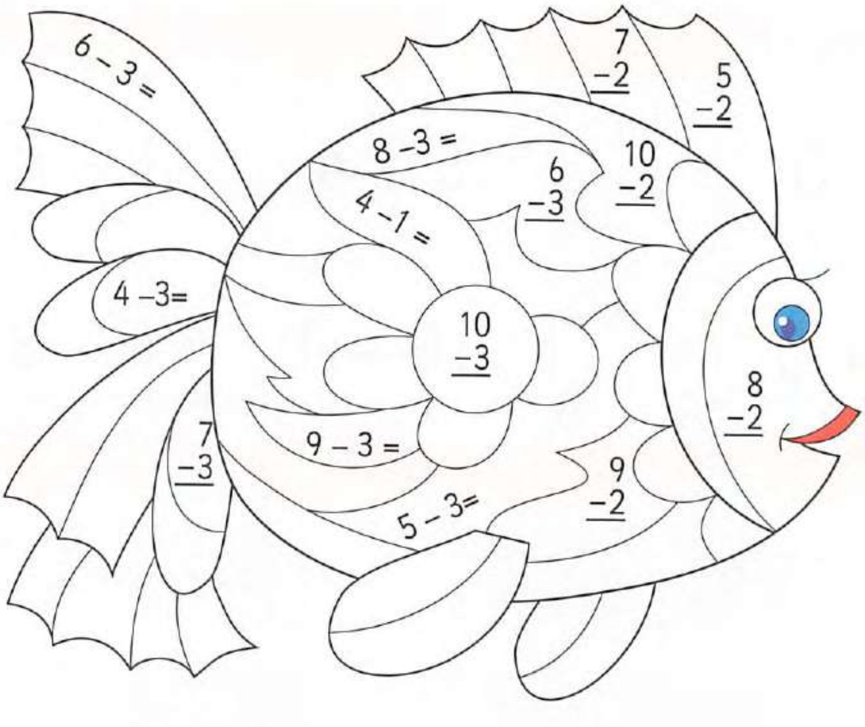


How many fish are there in the lake? ☐

How many fish have been caught? ☐

The number of the remaining fish is ☐

8 Subtract, then color using the key:



$6 - 3 =$
$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$
$8 - 3 =$
$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$
$4 - 1 =$
$4 - 3 =$
$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$
$9 - 3 =$
$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$
$5 - 3 =$

The Key:

The result 1 or 2 in 🟩

The result 3 in 🟨

The result 4 in 🟧

The result 5 in 🟦

The result 6 in ▨

The result 7 or 8 in 🟪

Chapter 7

100
90
10
80
20
70
40
30
60
50

Pacing Guide

Lessons: (51&52) **(A) Counting numbers up to 100**

Outcomes:

- Count by ones up to 100.

(B) Adding and subtracting within 10 using hundred chart

Outcomes:

- Add and subtract within 10 using hundred chart.

(C) Telling the time

Outcomes:

- Tell the time using the analog clock.

(D) Same and different

Outcomes:

- Analyze the different objects of a group with the same kind.

Lessons: (53&54) **(A) The digital clock**

Outcomes:

- Tell the time using the digital clock.

(B) Writing numbers 41 - 50

Outcomes:

- Read and write number (41 - 50).

Lessons: (55&56) **(A) Writing numbers 51 - 70**

Outcomes:

- Write numbers (51-70).

(B) Solving subtraction problems to create fact families

Outcomes:

- Solve subtraction problems to create fact families.

Lessons: (57&58) **(A) Writing numbers 71 - 90**

Outcomes:

- Write numbers (71 - 90).

(B) Adding within 20

Outcomes:

- Add within 20.

(C) Subtracting within 20

Outcomes:

- Subtract within 20.

Lessons: (59&60) **(A) Writing numbers 91 - 100**

Outcomes:

- Read and write numbers 91 - 100.

(B) Planning your day time

Outcomes:

- Plan the activities of the day time.

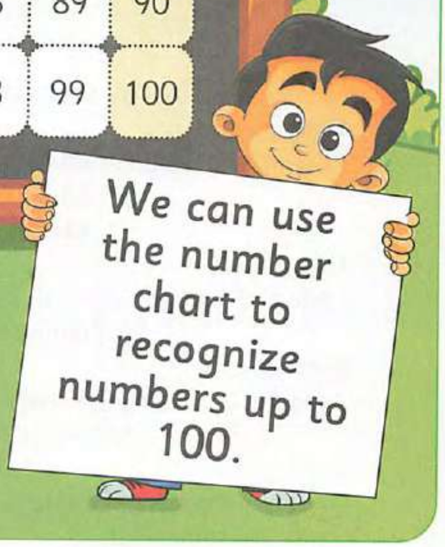
(A) Counting numbers up to 100

Study

Number chart

up to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



We can use the number chart to recognize numbers up to 100.

Daily Practice:

- Ask your child to count days he/she spent in the school and ask him/her to draw a circle around the day in the number chart.

Vocabulary

number chart, pattern, identical, except

Practice

Color according to the key below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- All numbers that form a pattern that starts with digit 0 in blue.
- All numbers with two identical digits (11 , 22 , 33 , ... 99) in yellow.
- All numbers with a first digit that is larger than the second digit in green except tens.

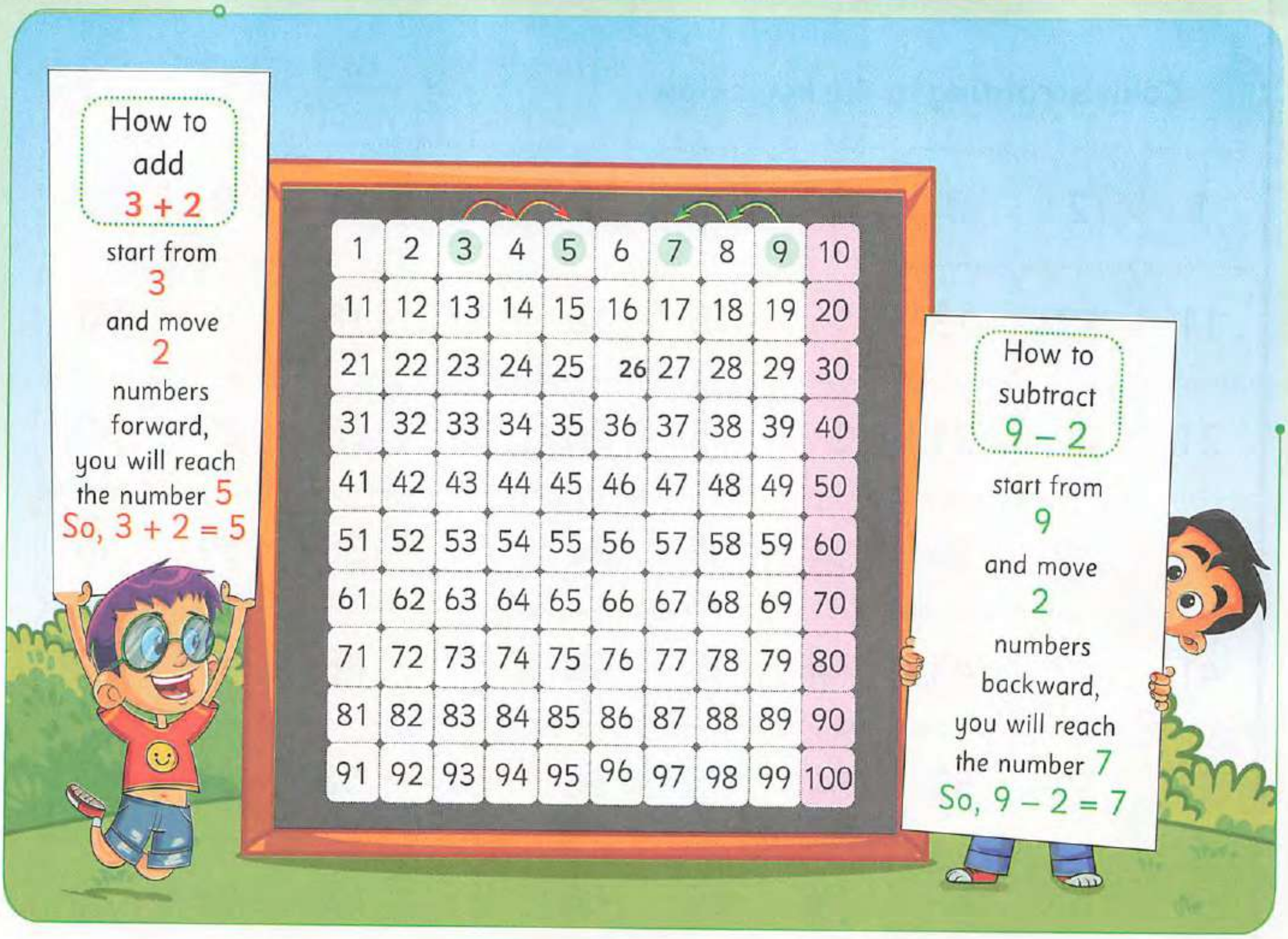
Parents' Tips:

- Ask your child to tell you the numbers from 0 to 100.

Lessons
51&52

(B) Adding and subtracting within 10 using hundred chart

Study



How to add 3 + 2

start from 3 and move 2 numbers forward, you will reach the number 5

So, 3 + 2 = 5

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How to subtract 9 − 2

start from 9 and move 2 numbers backward, you will reach the number 7

So, 9 − 2 = 7

Practice

1 **Use the number chart to add or subtract, then color the correct number in each of the following:**

4 + 3 = ...
5 6 7

5 + 5 = ...
10 9 8

4 + 5 = ...
6 7 9

8 + 2 = ...
7 9 10

6 − 3 = ...
2 6 3

8 − 6 = ...
3 2 5

9 − 4 = ...
5 6 3

10 − 2 = ...
12 9 8

Daily Practice:

- Ask your child to mention the name of the month that comes just after March, and draw a circle around the day of today on the calendar.

Vocabulary

hundred chart, add, subtract, backward, forward

② Fill in the missing numbers, then use the hundred chart to find the result:

1	2		4	5		7		9	10
11		13		15	16	17		19	20
21	22	23		25		27	28	29	
31		33	34		36	37		39	40
	42		44	45		47	48		50
51		53		55	56		58	59	
	62		64	65		67	68		70
71		73	74		76	77		79	80
81		83		85	86		88	89	
	92	93	94		96	97		99	100

10 – 2 = ...

6 – 2 = ...

5 + 3 = ...

3 + 4 = ...

2 + 3 = ...

4 + 5 = ...

9 + 1 = ...

10 – 5 = ...

9 – 4 = ...

6 – 4 = ...

7 – 3 = ...

8 – 3 = ...

9 – 7 = ...

6 + 4 = ...

10 – 1 = ...

3 + 6 = ...

0 + 10 = ...

6 + 2 = ...

8 – 5 = ...

7 + 3 = ...

Parents' Tips:

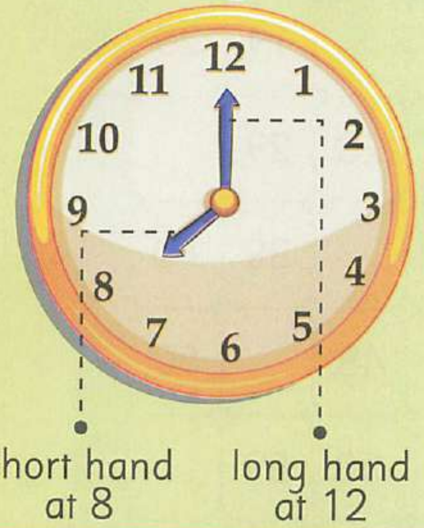
- Ask your child to add and subtract using the number chart.

Lessons
51&52

(C) Telling the time

Study

Analog Clock



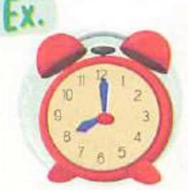
It shows exactly 8 o'clock.

- The long hand tells **minutes.**
- The short hand tells **hours.**
- The time in the morning is defined by **8 a.m.**
- The time in the afternoon is defined by **8 p.m.**

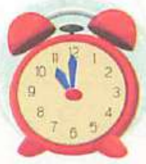
Practice

1 Tell the time in each clock:

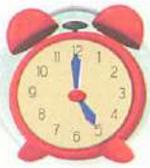
Ex.



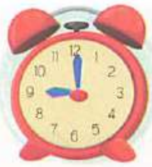
8 o'clock



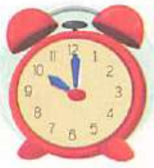
.... o'clock



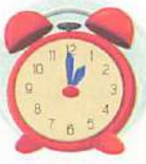
.... o'clock



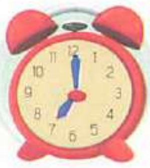
.... o'clock



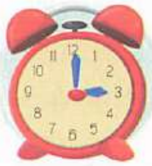
.... o'clock



.... o'clock



.... o'clock



.... o'clock

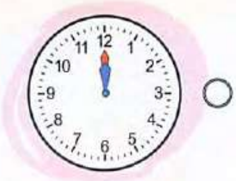
Daily Practice:

- Ask your child to tell you the days of the week starting from today and ask him/her to draw a circle around the day in the number chart.

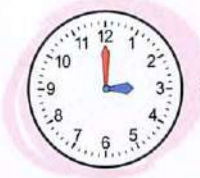
Vocabulary

analog clock, hands, hour, a.m. and p.m.

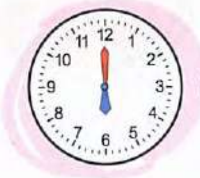
② Match:

 ○

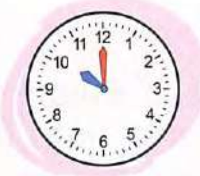
○6 o'clock

 ○

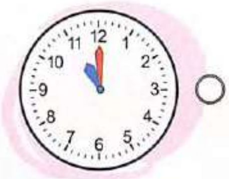
○9 o'clock

 ○

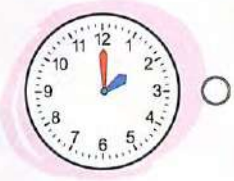
○12 o'clock

 ○

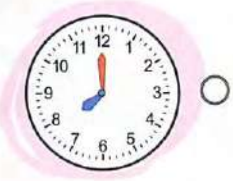
○3 o'clock

 ○

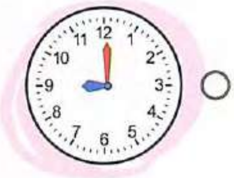
○11 o'clock

 ○

○8 o'clock

 ○

○2 o'clock

 ○

○10 o'clock

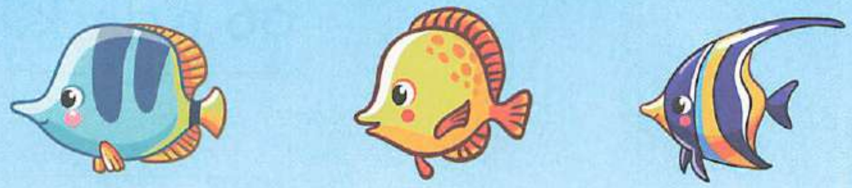
Parents' Tips:

- Help your child train on the time by using a carton clock and change the position of the two hands with different times.

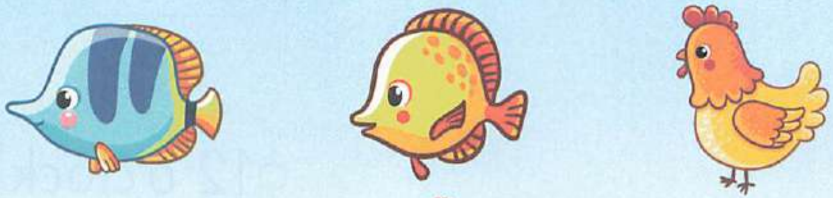
Lessons
51&52

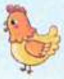
(D) Same and different

Study



All are the same



the  is different.

Same

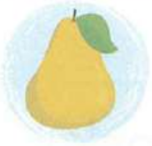
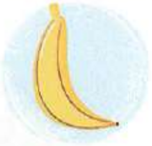
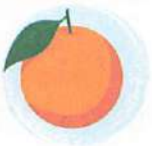
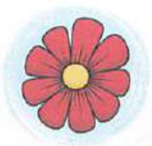
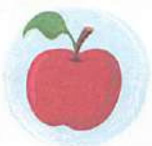
The word "same" means that all the objects belong to the same type.

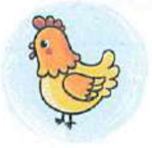
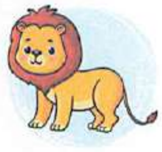
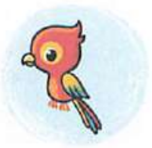
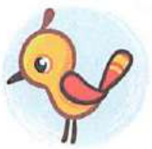
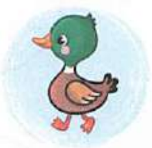
Different

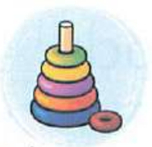
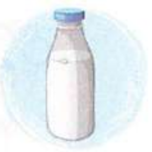
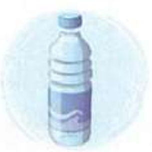
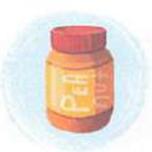
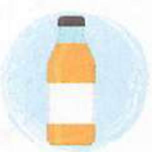
The word "different" means that there is an object that does not belong to the common type.

Practice

Circle the different object in each row:

Now I can

- add and subtract using number chart.
- tell time on the analog clock.
- recognize belong and doesn't belong.

Daily Practice:

- Let your child draw a circle around the date of today on the calendar.

Vocabulary

same, different, belong, not belong, common

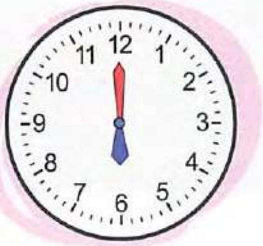
Test Yourself

1 Use the hundred chart to find the answer:

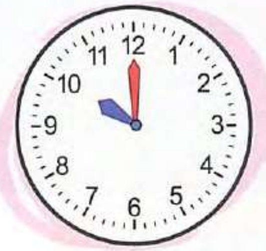
$\begin{array}{r} 7 \\ -\quad 5 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 4 \\ +\quad 6 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 3 \\ +\quad 2 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 5 \\ -\quad 1 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 4 \\ -\quad 4 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 10 \\ -\quad 2 \\ \hline \dots\dots \end{array}$

$\begin{array}{r} 8 \\ -\quad 7 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 1 \\ +\quad 0 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 3 \\ +\quad 3 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 9 \\ +\quad 1 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 7 \\ -\quad 0 \\ \hline \dots\dots \end{array}$ $\begin{array}{r} 6 \\ +\quad 5 \\ \hline \dots\dots \end{array}$

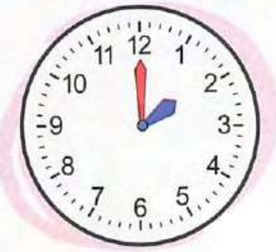
2 Tell the time:



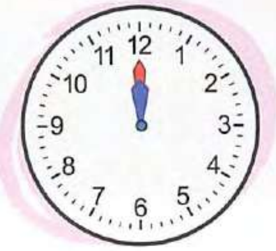
It's .... o'clock



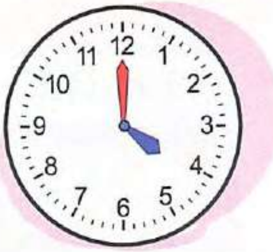
It's .... o'clock



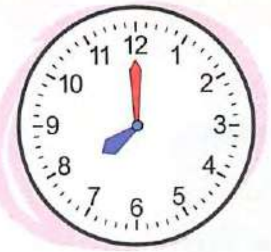
It's .... o'clock



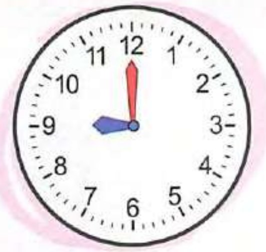
It's .... o'clock



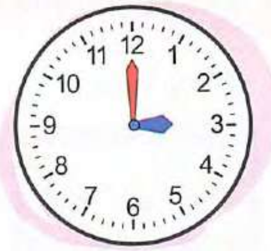
It's .... o'clock



It's .... o'clock

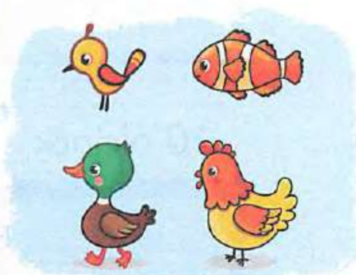


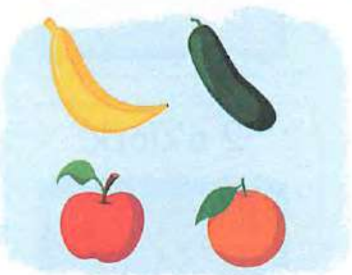
It's .... o'clock

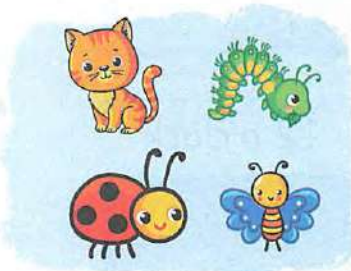


It's .... o'clock

3 Cross out the different object in each group:







Assess your progress ★★★★★

Need help!

I still need a little help!

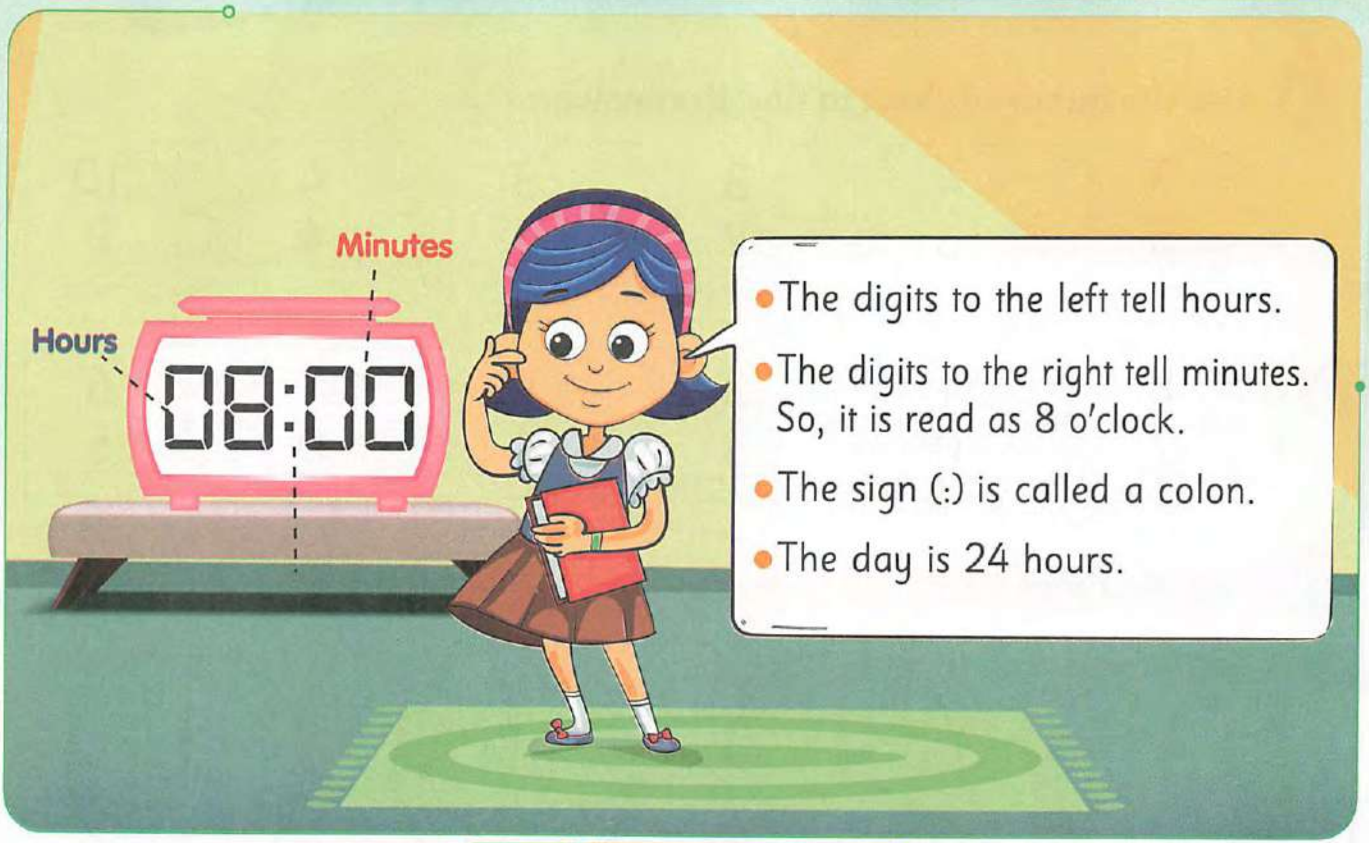
I need more practice!

I understand.

Now, I understand well & can help my classmates.

(A) The digital clock

Study



- The digits to the left tell hours.
- The digits to the right tell minutes. So, it is read as 8 o'clock.
- The sign (:) is called a colon.
- The day is 24 hours.

Practice

1 Tell the time on the digital clock:

1 o'clock
.... : ....

9 o'clock
.... : ....

11 o'clock
.... : ....

4 o'clock
.... : ....

3 o'clock
.... : ....

6 o'clock
.... : ....

12 o'clock
.... : ....

2 o'clock
.... : ....

10 o'clock
.... : ....

Daily Practice:

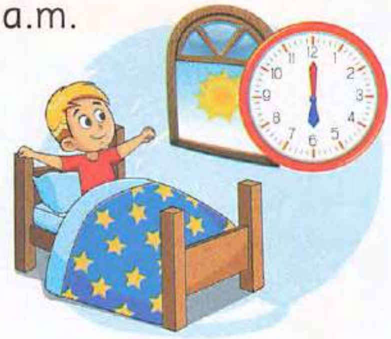
- Ask your child to count days he/she spent in the school and ask him/her to draw a circle around the day of today on the calendar.

Vocabulary

digital clock, colon

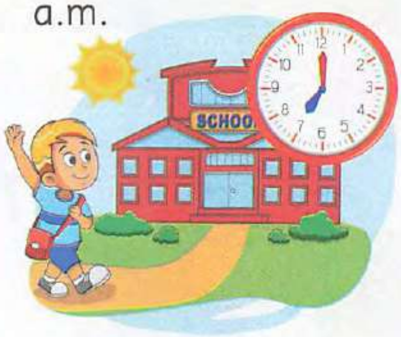
② Write the time in each activity:

a.m.



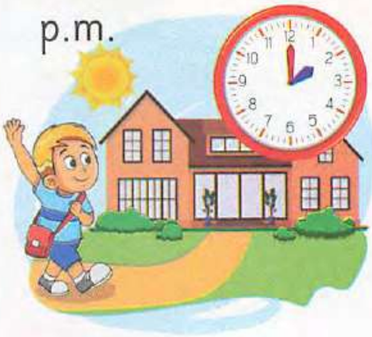
I get up
at .... o'clock.

a.m.



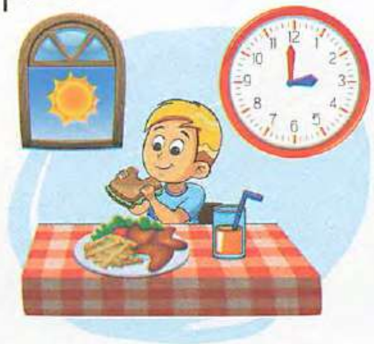
I go to school
at .... o'clock.

p.m.



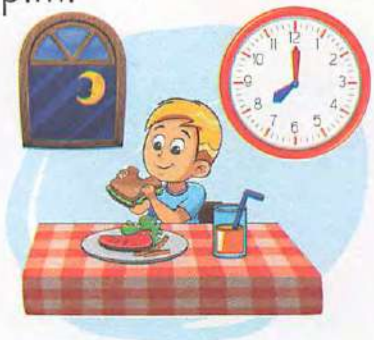
I go back to home
at .... o'clock.

p.m.



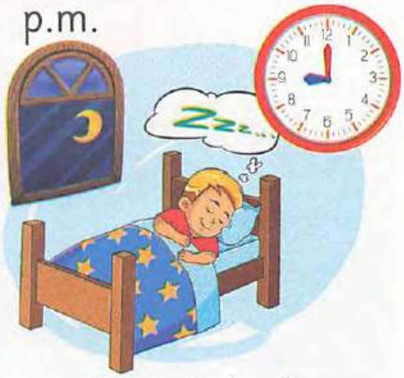
I have lunch
at .... o'clock.

p.m.



I have dinner
at .... o'clock.

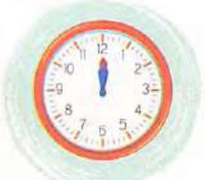
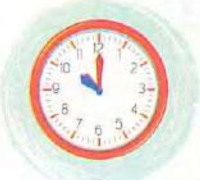
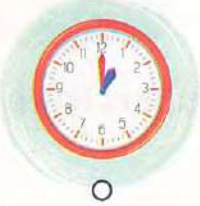
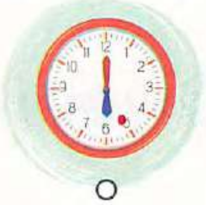
p.m.



I go to bed
at .... o'clock.

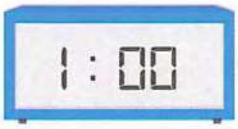
③ Match the analog clock to the suitable digital clock:

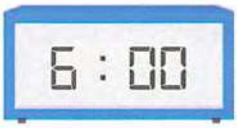
Ex.

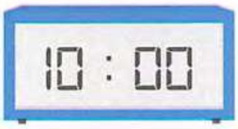





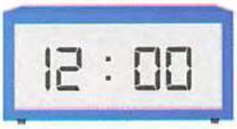
○ ○ ○ ○

○ ○ ○ ○









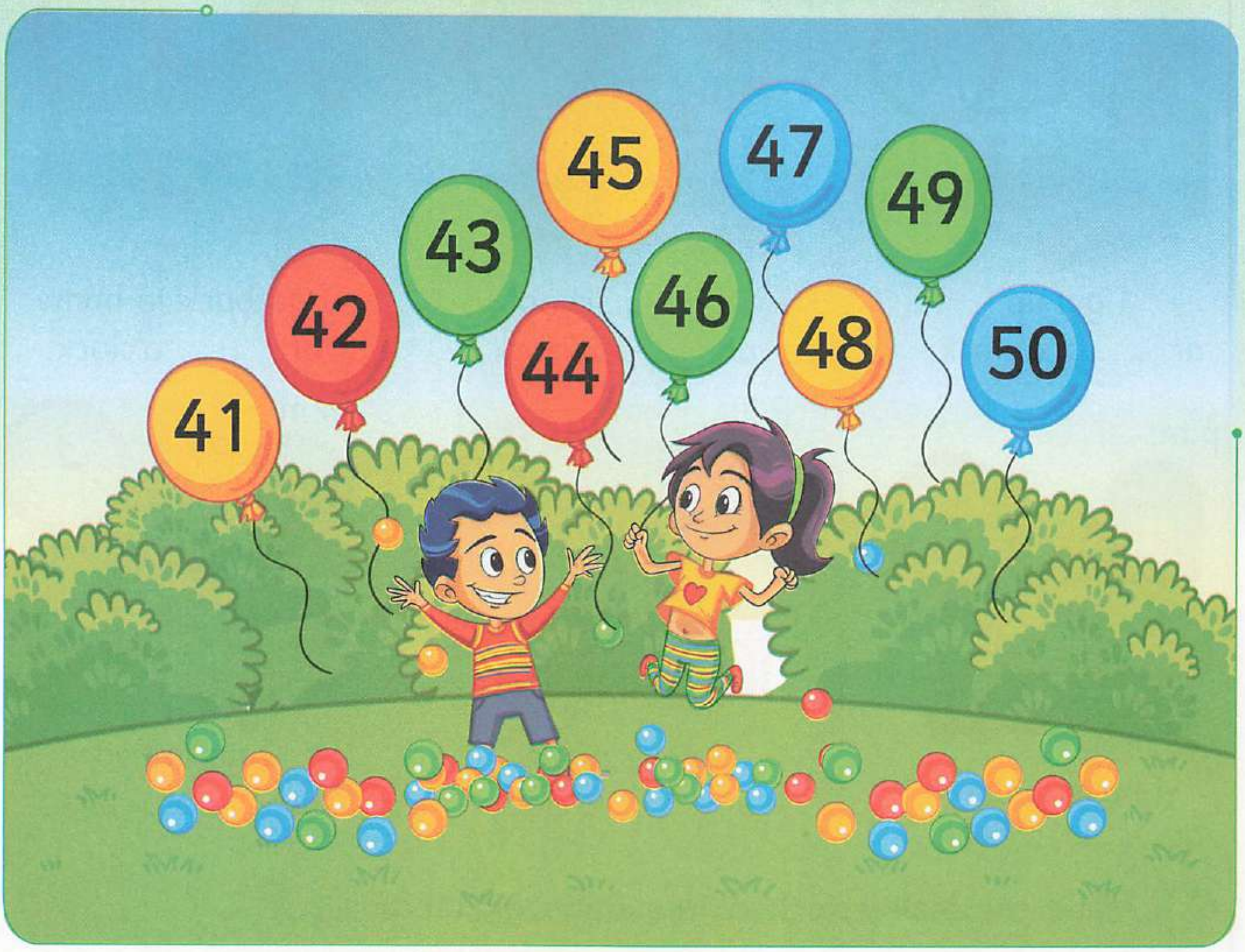
Parents' Tips:

- Help your child link between the analog clock and the digital clock, then ask him/her to do some activities about them by using a carton clock.

Lessons
53&54

(B) Writing numbers 41 – 50

Study



Practice

1 Trace to write numbers from 41 to 50:

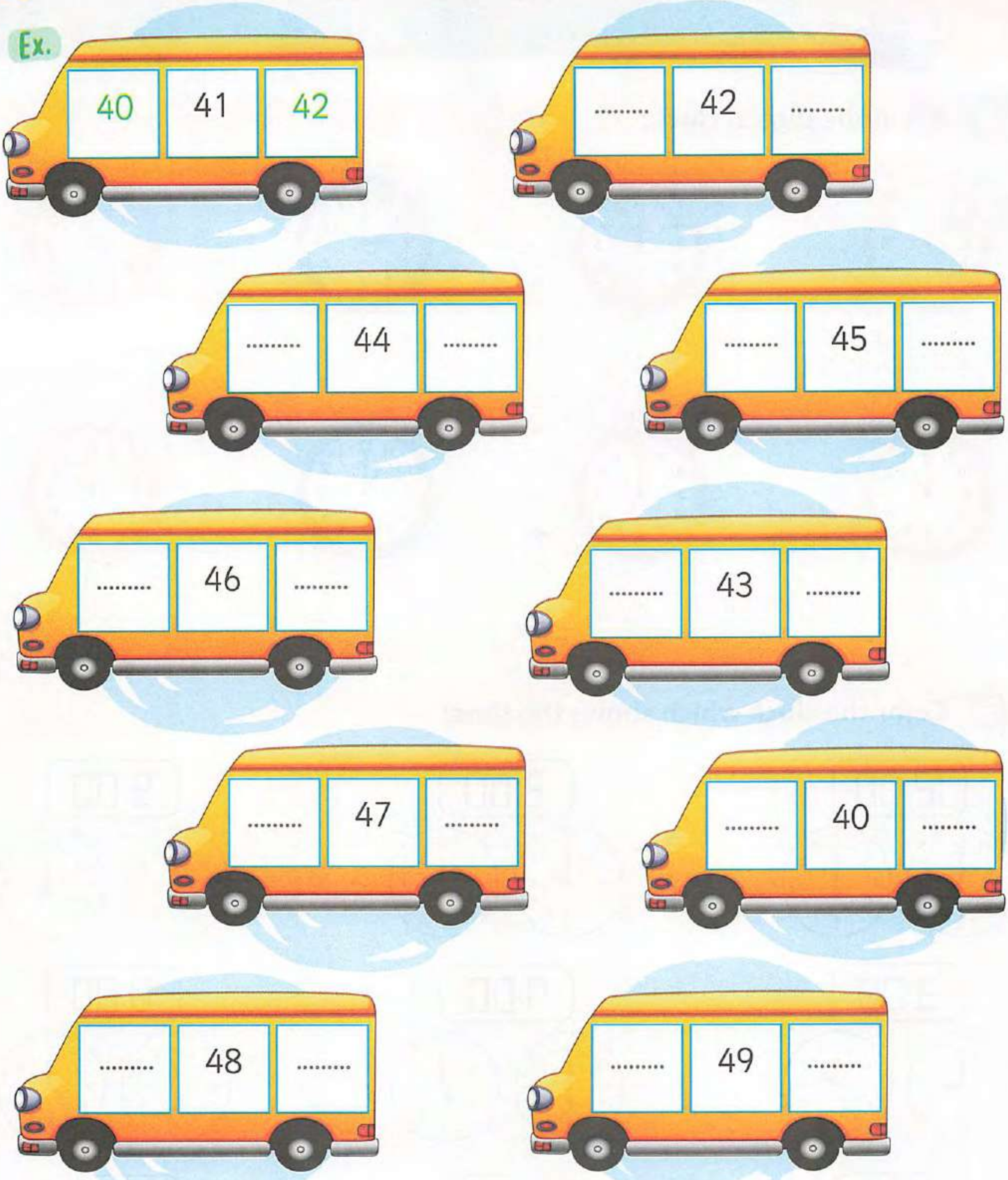
41 42 43 44 45

46 47 48 49 50

Daily Practice:

- Ask your child to count days he/she spent in the school and ask him/her to draw a circle around the day of today in the number chart.

② Write the numbers that come before and after the given number:



Ex. 40 | 41 | 42

.... | 42 | ....

.... | 44 | ....

.... | 45 | ....

.... | 46 | ....

.... | 43 | ....

.... | 47 | ....

.... | 40 | ....

.... | 48 | ....

.... | 49 | ....

Now I can

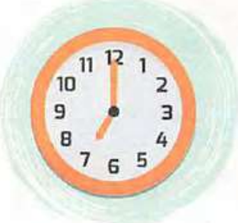
- tell the time on the digital clock.
- read and write numbers up to 50.

Parents' Tips:

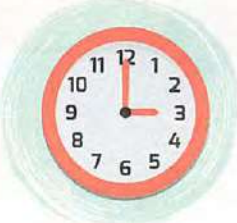
- Train your child to write numbers from 41 to 50 by bringing cards to write on them the numbers in order.

Test Yourself

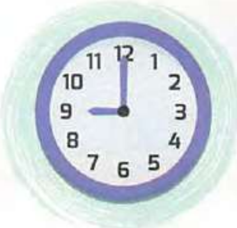
① Fill in the digital clock:



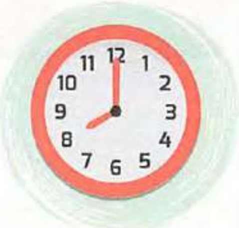
.... : ....



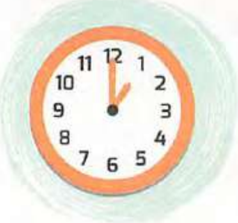
.... : ....



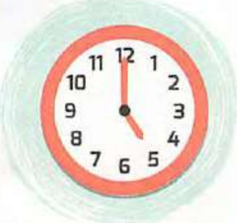
.... : ....



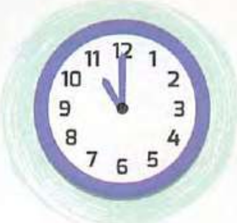
.... : ....



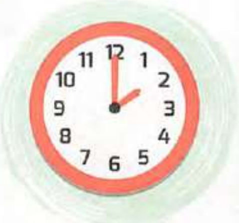
.... : ....



.... : ....



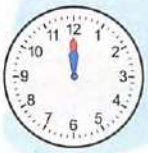
.... : ....

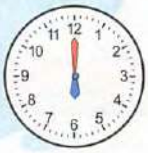


.... : ....

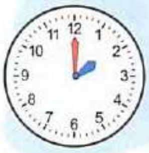
② Color the clock which shows the time:

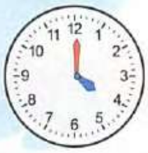
12:00



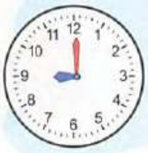


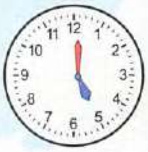
2:00



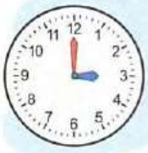


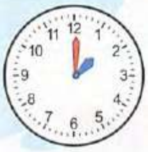
9:00



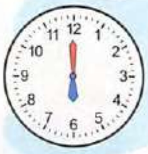


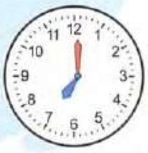
3:00



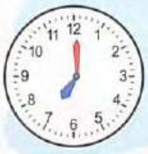


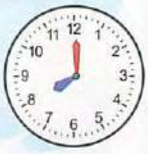
7:00



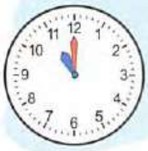


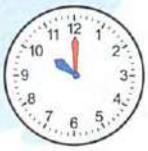
8:00



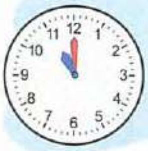


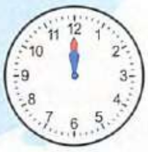
10:00



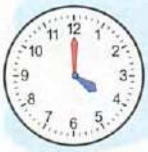


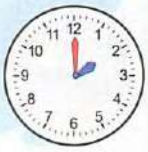
11:00





4:00





Assess your progress

★★★★★

Need help!

I still need a little help!

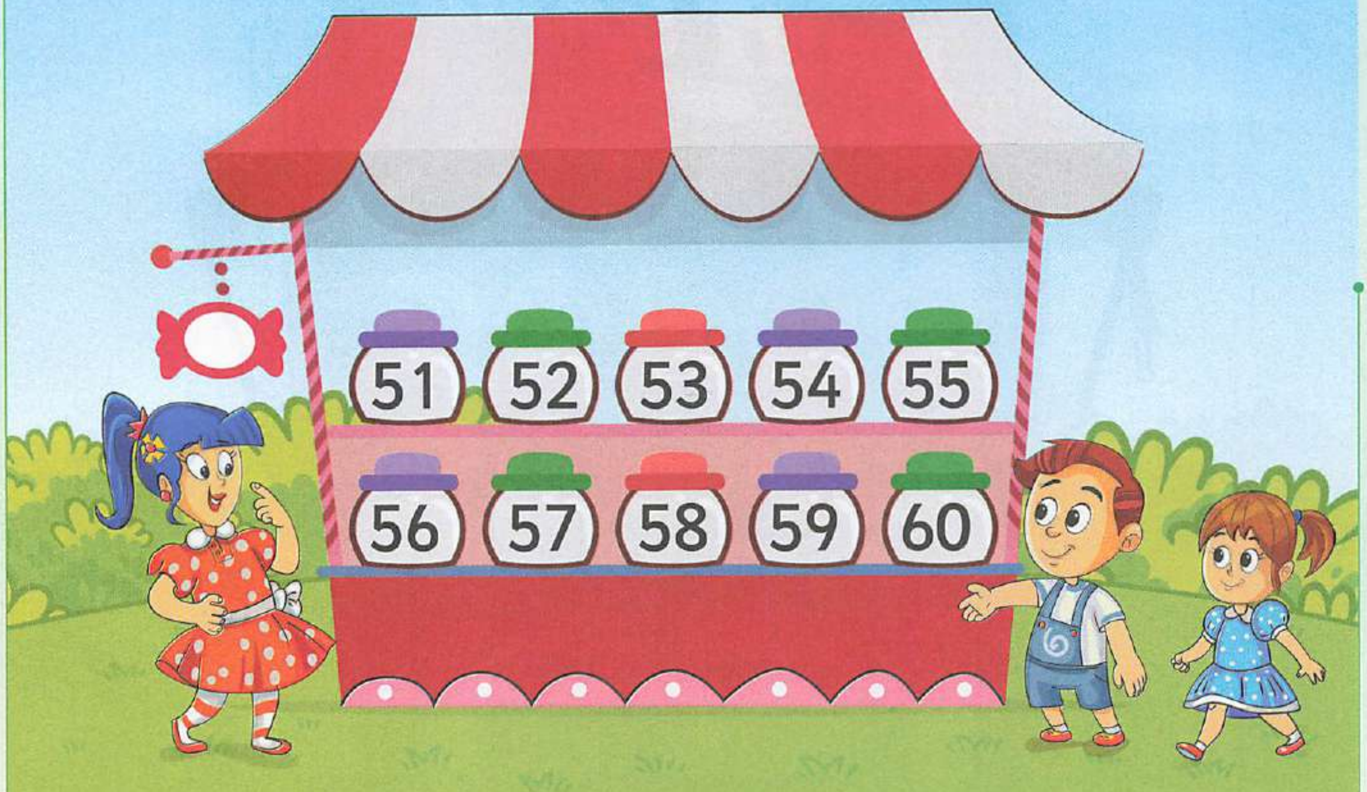
I need more practice!

I understand.

Now, I understand well & can help my classmates.

(A) Writing numbers 51 – 70

Numbers (51 - 60)



Trace to write numbers from 51 to 60:

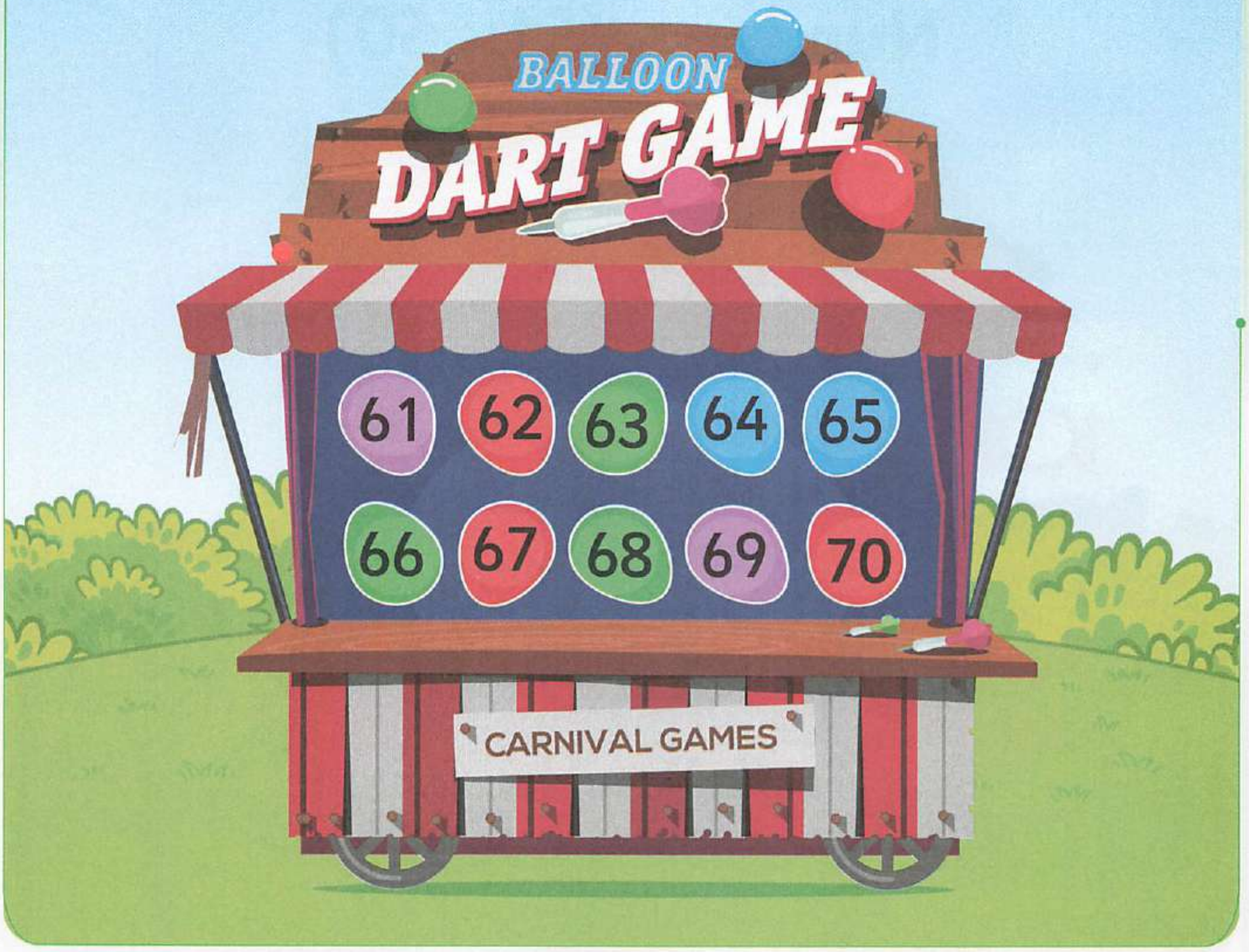
51 52 53 54 55

56 57 58 59 60

Daily Practice:

- Ask your child to tell you what is the name of today and in which month and ask him/her to draw a circle around the day in the number chart.

Numbers (61 - 70)


BALLOON
DART GAME
61
62
63
64
65
66
67
68
69
70
CARNIVAL GAMES

Trace to write numbers from 61 to 70:

61 62 63 64 65

66 67 68 69 70

Parents' Tips:

- Help your child read and write numbers from 61 to 70 by tracing them once and by writing them by him/herself another time.

Practice

1 Fill in the missing numbers:

51 ……… ……… 54 ………

……… ……… ……… ……… 60

……… ……… ……… ……… 65

……… ……… ………

69 ………

2 Complete:

Before		After
Ex. 37	38	39
………	60	………
………	47	………
………	33	………
………	55	………
………	29	………
………	50	………
………	19	………

Parents' Tips:

- Ask your child to read and write numbers from 0 to 70.

Lessons
55&56

(B) Solving subtraction problems to create fact families

Study

We can subtract using the fact family.

(1) family

1 – 0 = 1
1 – 1 = 0

(2) family

2 – 0 = 2
2 – 1 = 1
2 – 2 = 0

(3) family

3 – 0 = 3
3 – 1 = 2
3 – 2 = 1
3 – 3 = 0

(4) family

4 – 0 = 4
4 – 1 = 3
4 – 2 = 2
4 – 3 = 1
4 – 4 = 0

(5) family

5 – 0 = 5
5 – 1 = 4
5 – 2 = 3
5 – 3 = 2
5 – 4 = 1
5 – 5 = 0

(6) family

6 – 0 = 6
6 – 1 = 5
6 – 2 = 4
6 – 3 = 3
6 – 4 = 2
6 – 5 = 1
6 – 6 = 0

(7) family

7 – 0 = 7
7 – 1 = 6
7 – 2 = 5
7 – 3 = 4
7 – 4 = 3
7 – 5 = 2
7 – 6 = 1
7 – 7 = 0

(8) family

8 – 0 = 8
8 – 1 = 7
8 – 2 = 6
8 – 3 = 5
8 – 4 = 4
8 – 5 = 3
8 – 6 = 2
8 – 7 = 1
8 – 8 = 0

(9) family

9 – 0 = 9
9 – 1 = 8
9 – 2 = 7
9 – 3 = 6
9 – 4 = 5
9 – 5 = 4
9 – 6 = 3
9 – 7 = 2
9 – 8 = 1
9 – 9 = 0

(10) family

10 – 0 = 10
10 – 1 = 9
10 – 2 = 8
10 – 3 = 7
10 – 4 = 6
10 – 5 = 5
10 – 6 = 4
10 – 7 = 3
10 – 8 = 2
10 – 9 = 1
10 – 10 = 0

Daily Practice:

- Ask your child to mention the months of the year which have less than 30 days and ask him/her to draw a circle around today in the number chart.
- Remember the fact family and don't calculate.

Vocabulary

fact family

Practice

1 Complete:

7 – 2 = ...
7 – 3 = ...
7 – 4 = ...
7 – 5 = ...
7 – 6 = ...
7 – 7 = ...

10 – 1 = ...
10 – 2 = ...
10 – 3 = ...
10 – 4 = ...
10 – 5 = ...
10 – 6 = ...
10 – 7 = ...

9 – 2 = ...
9 – 3 = ...
9 – 4 = ...
9 – 5 = ...
9 – 6 = ...
9 – 7 = ...
9 – 8 = ...

8 – 3 = ...
8 – 4 = ...
8 – 5 = ...
8 – 6 = ...
8 – 7 = ...
8 – 8 = ...

2 Complete each of the following:

Ex.
8 – 6 = 2   6 + 2 = 8
8 – 2 = 6

9 – 5 = ...   4 + 5 = ...
9 – 4 = ...

6 – 1 = ...   5 + 1 = ...
6 – 5 = ...

10 – 7 = ...   7 + 3 = ...
10 – 3 = ...

7 – 3 = ...   4 + 3 = ...
7 – 4 = ...

9 – 3 = ...   6 + 3 = ...
9 – 6 = ...

Parents' Tips:

- Help your child recognize how to subtract to create families of numbers.

③ Color the correct sign:

3 ☐ 2 = 5　+　−

7 ☐ 5 = 2　+　−

5 ☐ 5 = 10　+　−

6 ☐ 6 = 0　+　−

9 ☐ 1 = 10　+　−

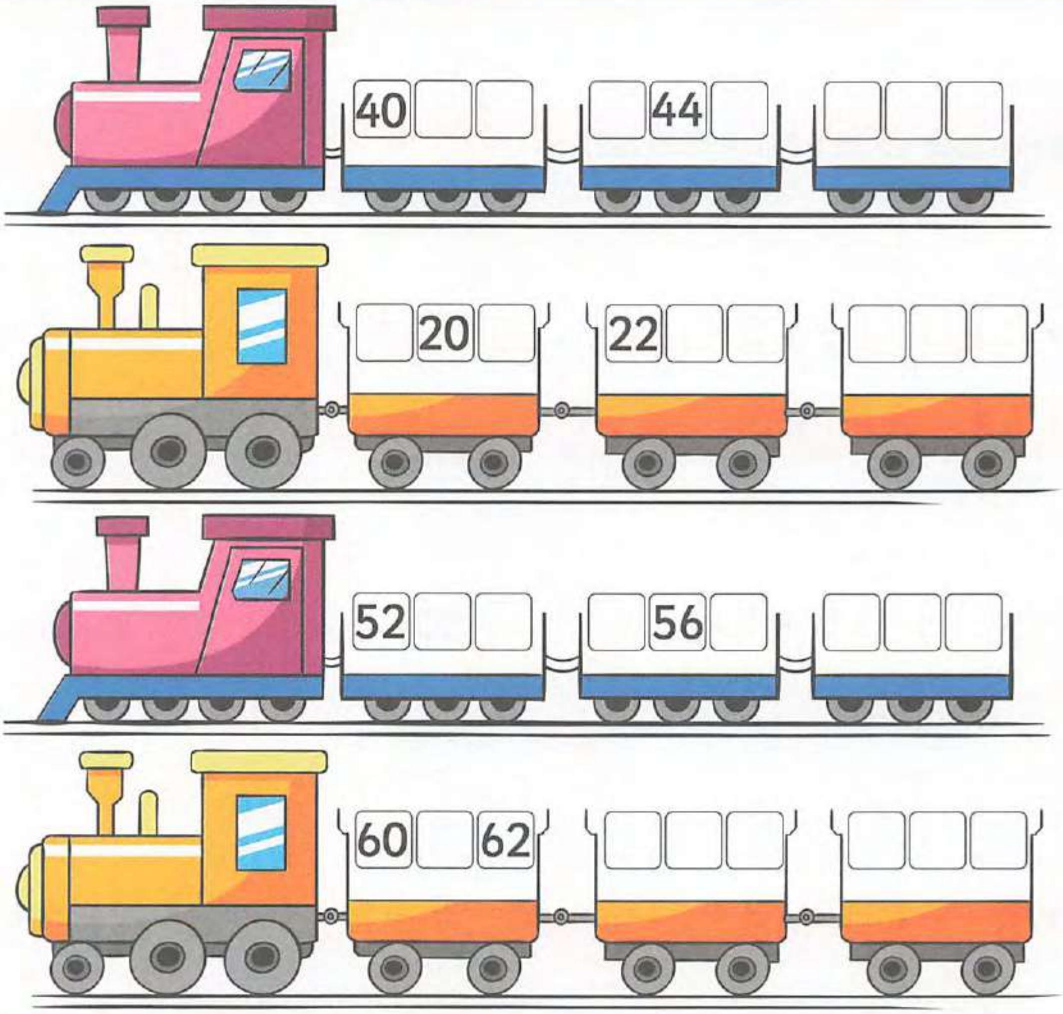
8 ☐ 2 = 6　+　−

6 ☐ 4 = 10　+　−

8 ☐ 4 = 4　+　−

2 ☐ 7 = 9　+　−

④ Complete the missing numbers:



Now I can

- read and write numbers from 51 to 70.
- solve subtraction problems to create fact families.

Parents' Tips:

- Help your child count up to 70.

Test Yourself

① Use the fact family to find the results:

7 − 2 = ...
7 − 1 = ...
7 − 0 = ...
5 + 2 = ...
6 + 1 = ...
0 + 7 = ...

4 − 1 = ...
4 − 3 = ...
4 − 4 = ...
4 + 0 = ...
3 + 1 = ...
2 + 2 = ...

6 − 5 = ...
6 − 2 = ...
6 − 3 = ...
3 + 3 = ...
1 + 5 = ...
4 + 2 = ...

3 − 1 = ...
3 − 2 = ...
3 − 3 = ...
1 + 2 = ...
0 + 3 = ...

② Find 3 numbers just after the given number using the hundred chart:

53 ....
62 ....
49 ....
23 ....

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

③ Write the number that comes just before the following numbers:

.... 29 .... 58 .... 70 .... 1 64
.... 40 .... 66 .... 32 .... 45 16
.... 55 .... 43 .... 37 .... 20 60

Assess your progress
★★★★★

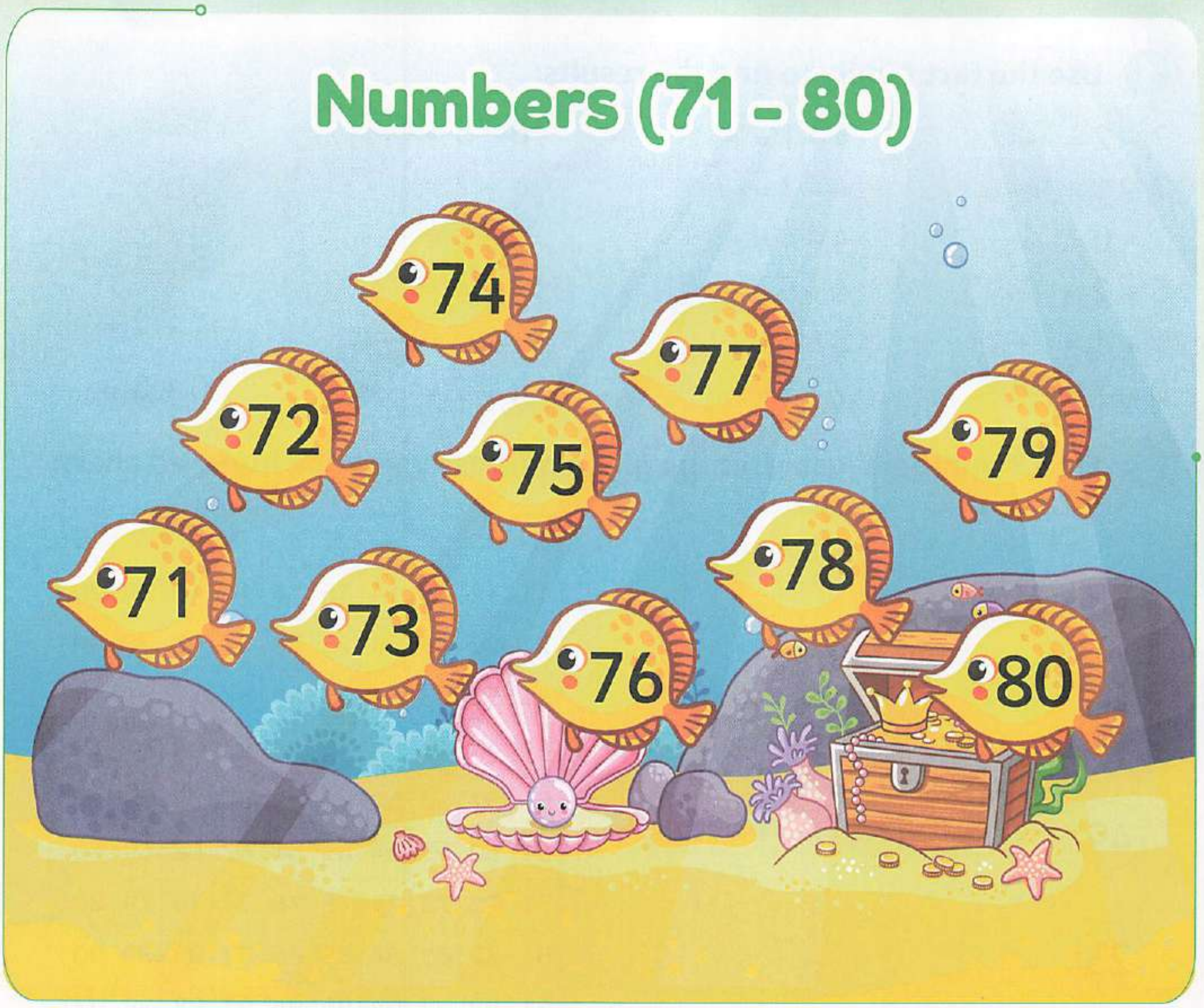
Need help!
I still need a little help!
I need more practice!
I understand.
Now, I understand well & can help my classmates.

Lessons **57&58**

(A) Writing numbers 71 – 90

Study

Numbers (71 - 80)



Trace to write numbers from 71 to 80:

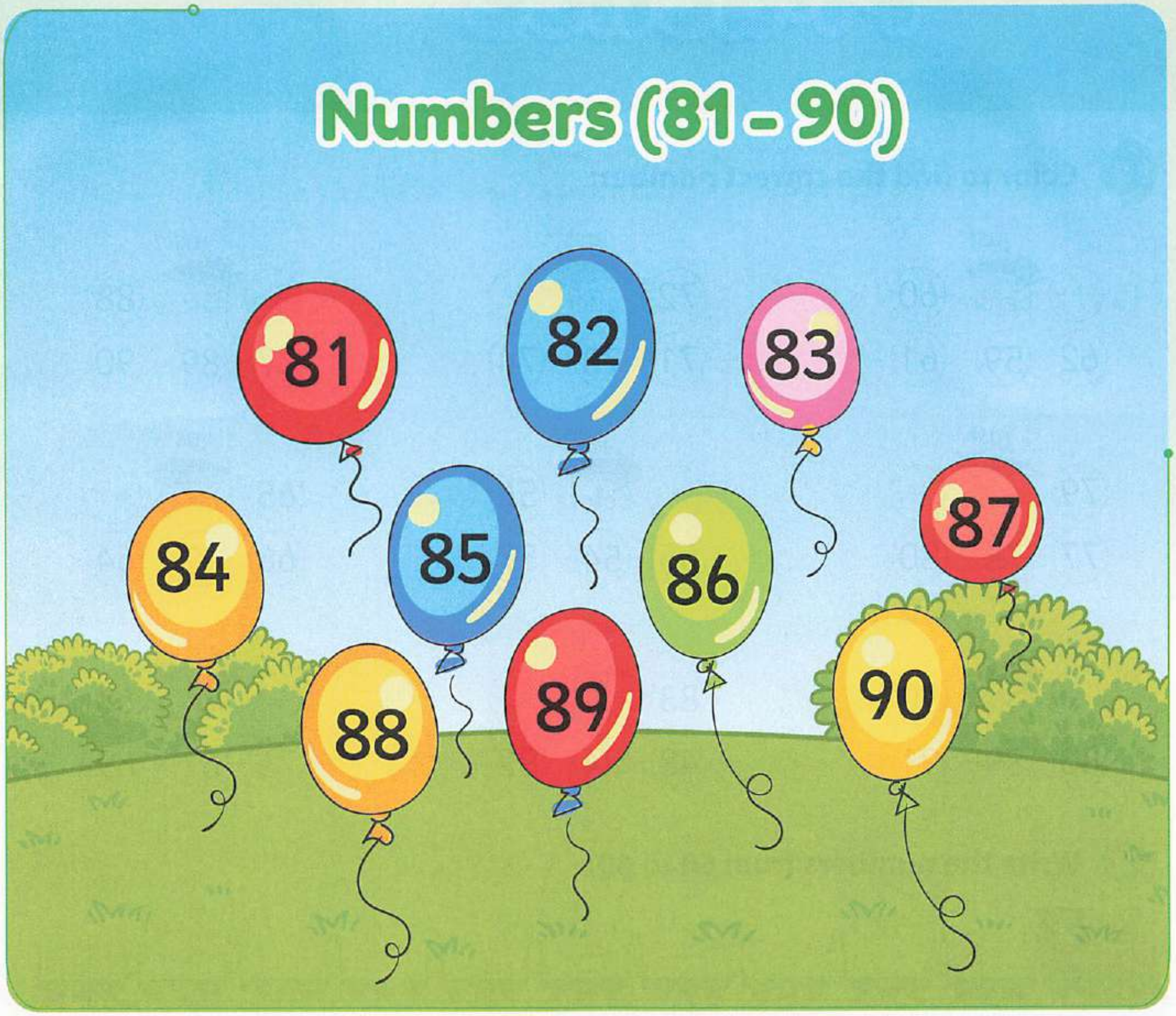
71 72 73 74 75

76 77 78 79 80

Daily Practice:

- Ask your child to tell you the month which has only 28 or 29 days and ask him/her to draw a circle around today in the number chart.

Numbers (81 - 90)


81
82
83
84
85
86
87
88
89
90

Trace to write numbers from 81 to 90:

81 82 83 84 85

86 87 88 89 90

Parents' Tips:

- Help your child read and write numbers from (71 - 90) on cards and color them.

Practice

① Color to find the correct number:

just
.... before 60
62 59 61

just
72 after ....
71 73 74

just
.... before 88
87 89 90

just
79 after ....
77 78 80

just
.... before 56
55 54 57

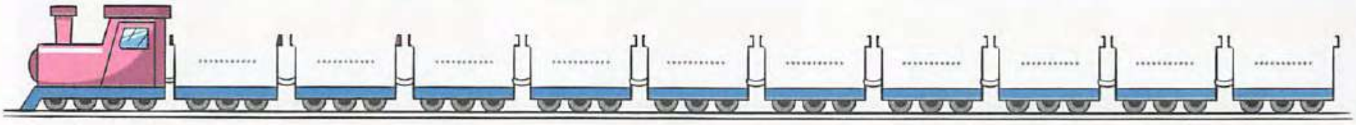
just
65 after ....
66 67 64

just
.... before 90
80 89 91

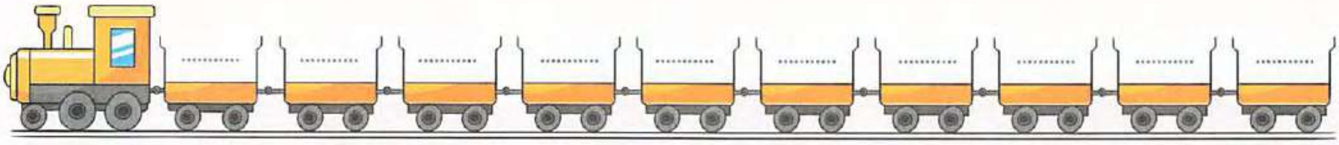
just
83 after ....
48 84 82

just
.... before 68
76 67 69

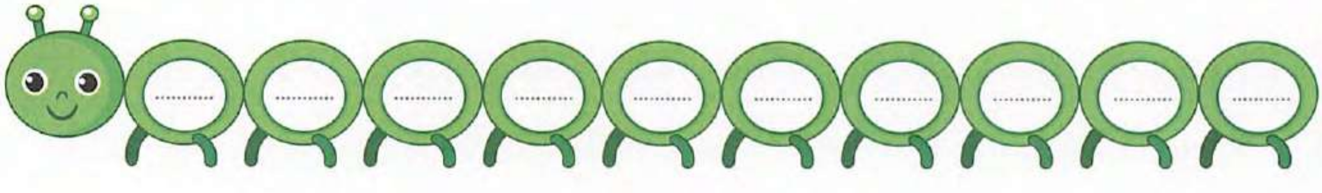
② Write the numbers from 60 to 69:



③ Write the numbers from 70 to 79:



④ Write the numbers from 80 to 89:



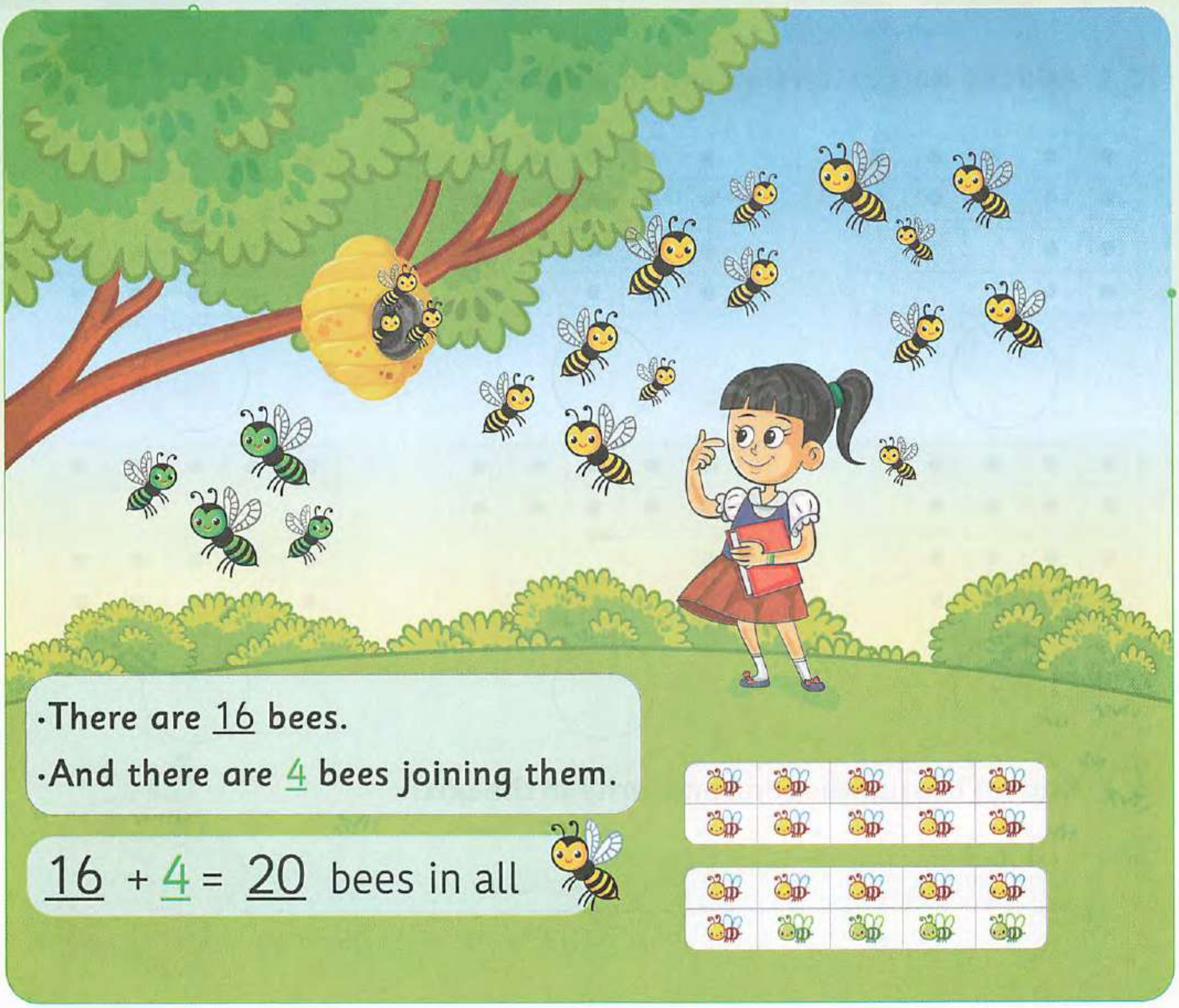
Parents' Tips:

- Ask your child to tell you the numbers from 0 to 90.

Lessons
57&58

(B) Adding within 20

Study



- There are 16 bees.
- And there are 4 bees joining them.

16 + 4 = 20 bees in all

- We can use the hundred chart to add within 20.
- Start from 16 and move forward 4 numbers, you will reach 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Daily Practice:

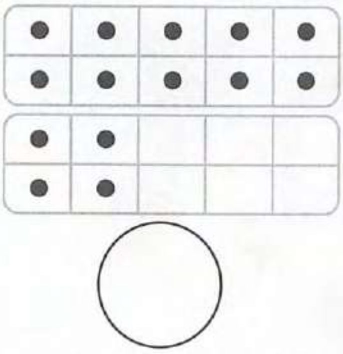
- Ask your child to tell you the day before and after today and ask him/her to draw a circle around today in the hundred chart.

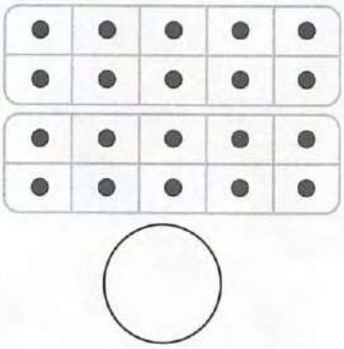
Vocabulary

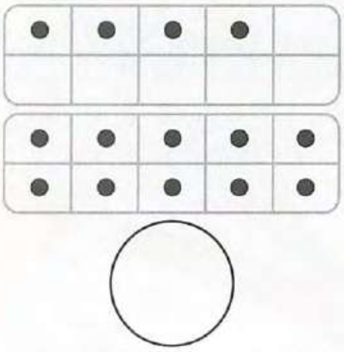
add , forward , in all

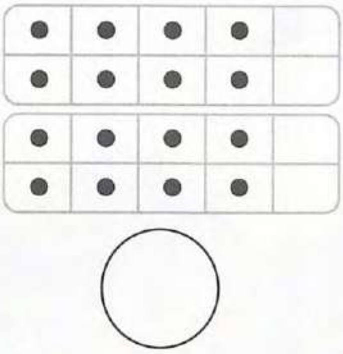
Practice

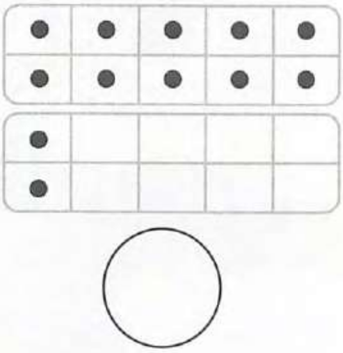
① Add the dots in ten frames and write the number:

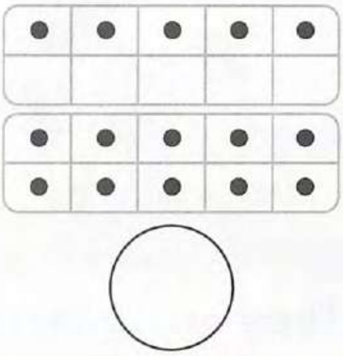






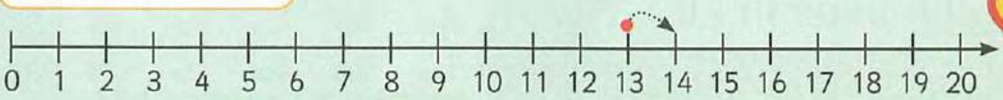






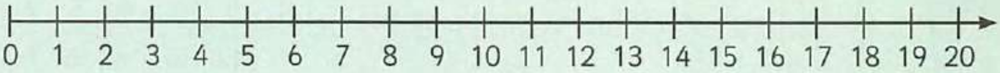
② Add on the number line and write in the box:

Ex. 13 + 1 = 14

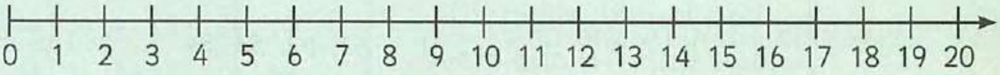

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Start with 13 move forward 1 step, the sum is the number you reached.

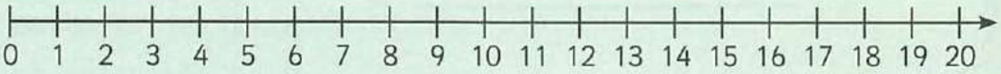
16 + 4 = ……


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

12 + 7 = ……


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

18 + 2 = ……


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

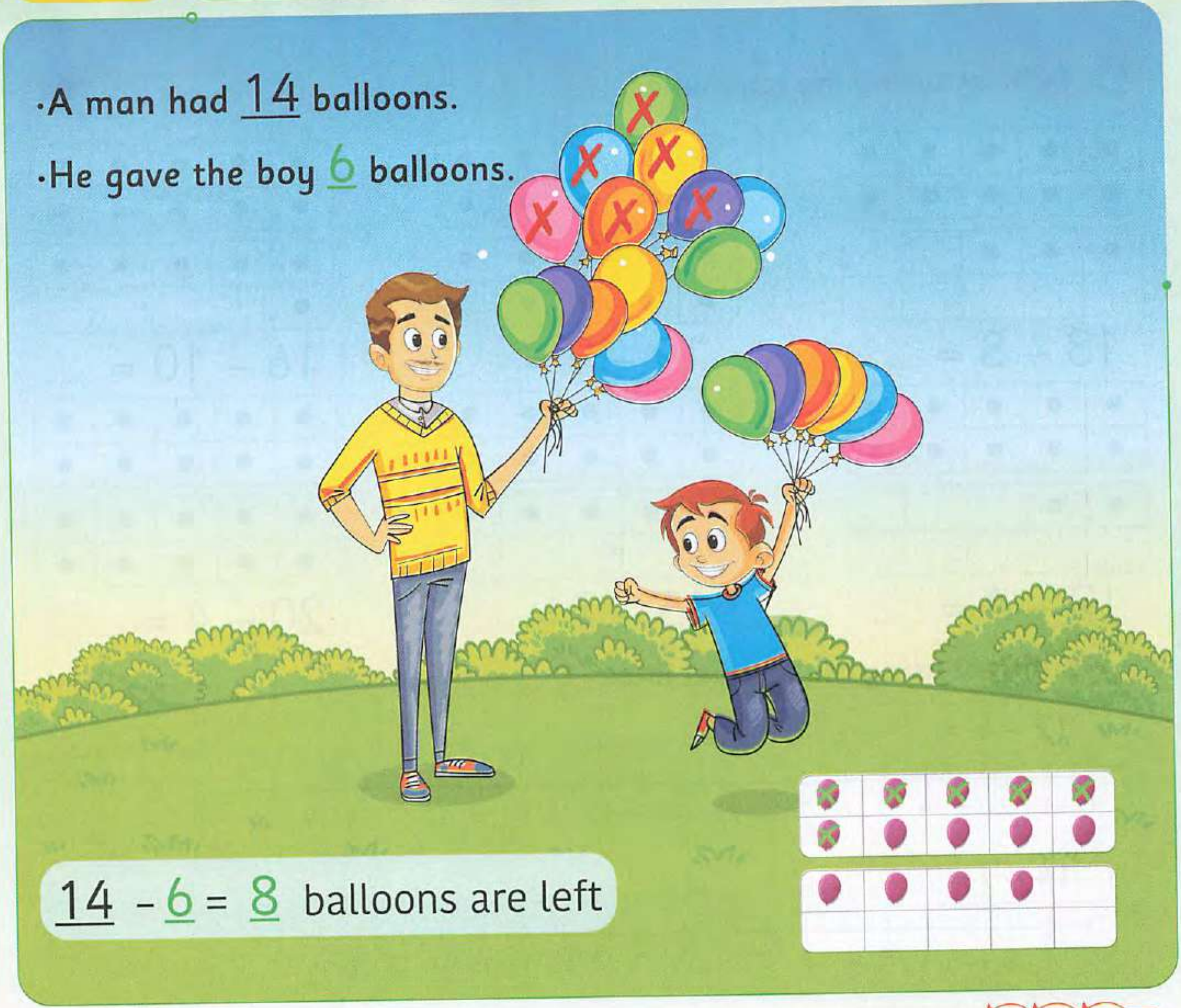
Parents' Tips:

- Help your child add within 20 using ten frames, the number line and sets of crayons.

Lessons 57&58

(C) Subtracting within 20

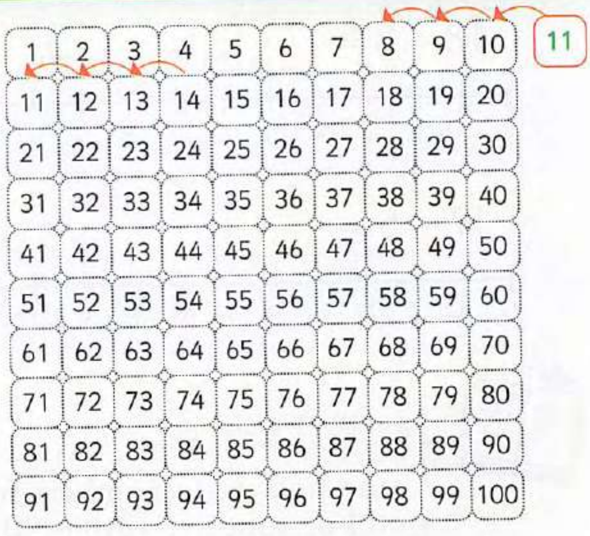
Study



- A man had 14 balloons.
- He gave the boy 6 balloons.

14 - 6 = 8 balloons are left

- We can use the number chart to subtract within 20.
- Start from 14 and move backward 6 numbers, you will reach 8.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Daily Practice:

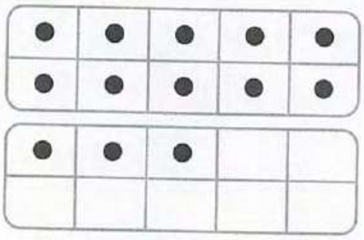
- Ask your child to tell you the name of the month before and after the current month.

Vocabulary

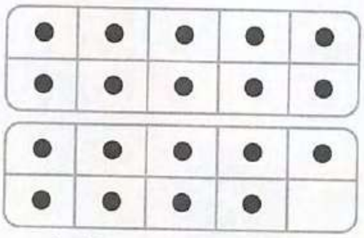
subtract , left , backward

Practice

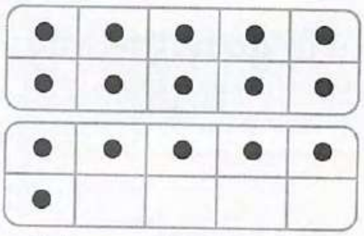
1 Subtract using the ten frames:



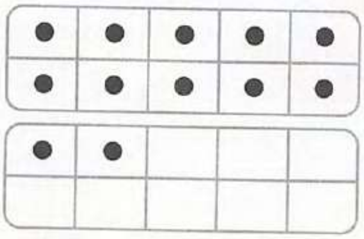
13 – 8 = ...



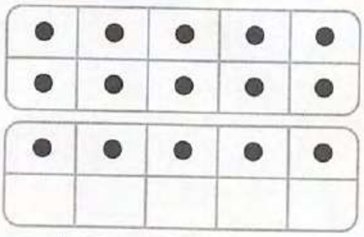
19 – 9 = ...



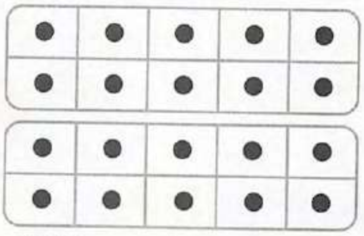
16 – 10 = ...



12 – 4 = ...



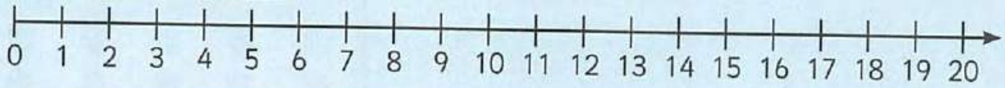
15 – 7 = ...



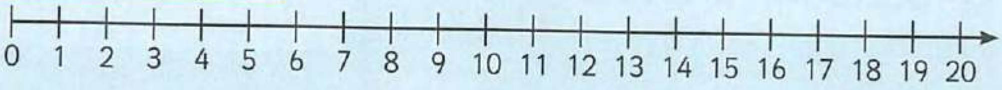
20 – 4 = ...

2 Subtract using the number line:

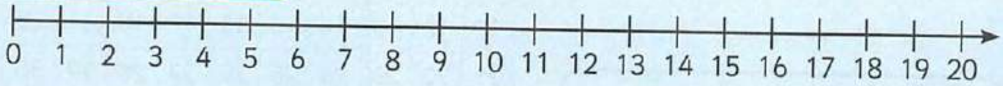
12 – 6 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

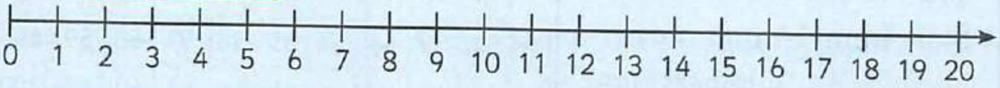
14 – 7 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

18 – 8 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

17 – 5 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Now I can

- read and write numbers from 71 to 90.
- add or subtract within 20.

Parents' Tips:

- Help your child subtract within 20 using ten frames or the number line.

Test Yourself

1 Put the correct sign (+) or (-): You can use the hundred chart.

2 ○ 4 = 6

9 ○ 2 = 7

10 ○ 10 = 20

8 ○ 2 = 10

11 ○ 2 = 9

4 ○ 3 = 1

5 ○ 2 = 7

14 ○ 7 = 7

2 Complete the hundred chart, then use it to solve and match:

16 – 4 = ...

20 – 1 = ...

19 12 17 13

12 + 1 = ...

14 + 3 = ...

1	2	3	4	5	6	7	8	9	10
11		13		15	16	17	18		20
21	22		24	25	26	27	28	29	
31	32	33		35	36	37	38	39	40
41			44	45	46	47	48	49	50
51	52	53	54	55	56	57	58		60
61	62	63	64	65	66		68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87		89	
91	92	93	94	95	96	97	98	99	100

3 Complete each of the following:

14 – 4 = ...

26 – 6 = ...

17 – 1 = ...

15 + 3 = ...

16 + 3 = ...

15 – 2 = ...

18 + 2 = ...

17 – 3 = ...

12 + 4 = ...

24 – 4 = ...

14 + 3 = ...

18 – 5 = ...

Assess your progress ★★★★★

Need help!

I still need a little help!

I need more practice!

I understand.

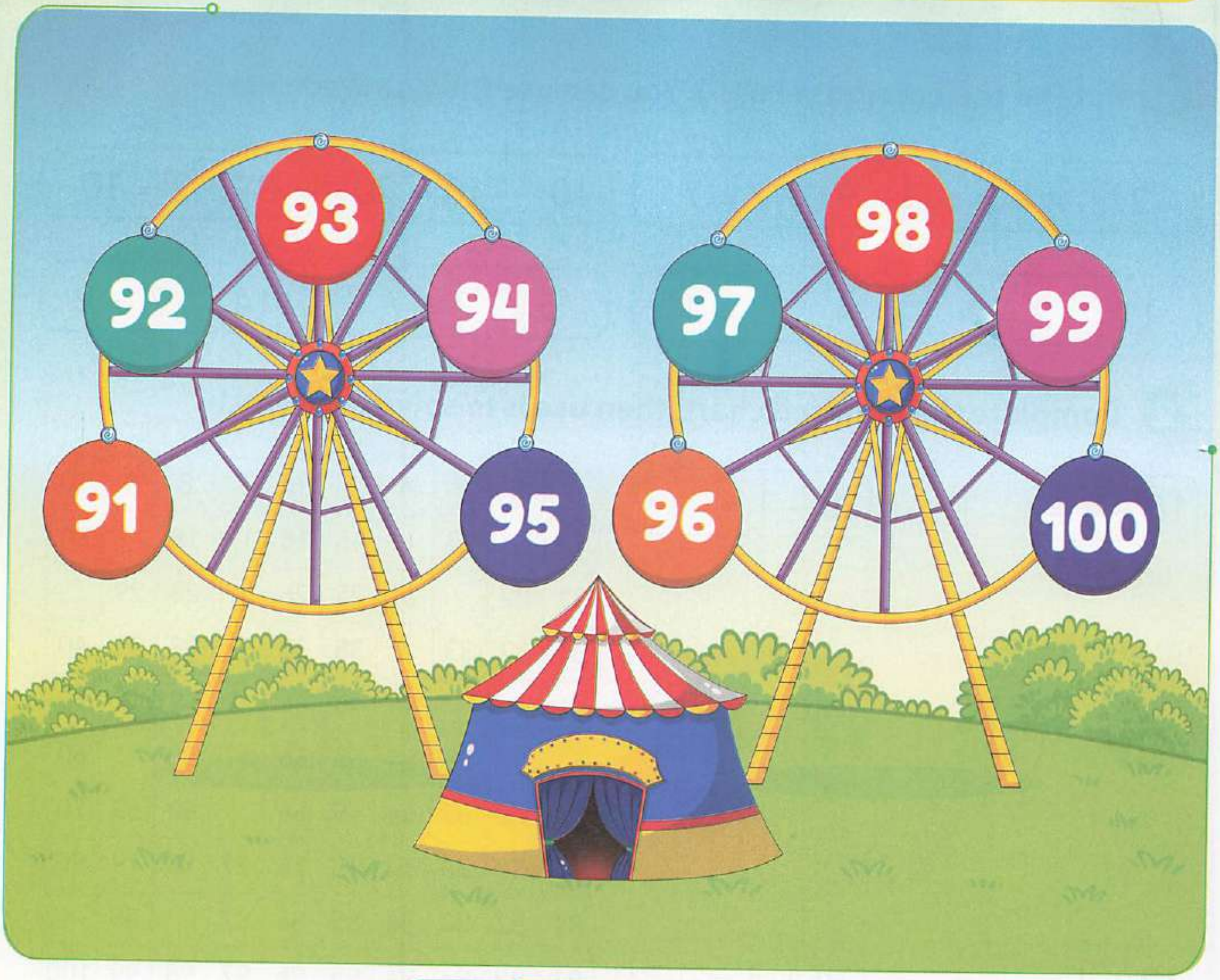
Now, I understand well & can help my classmates.

Lessons

59&60

(A) Writing numbers 91 – 100

Study



Practice

① **Trace to write numbers from 91 to 100:**

91 92 93 94 95

96 97 98 99 100

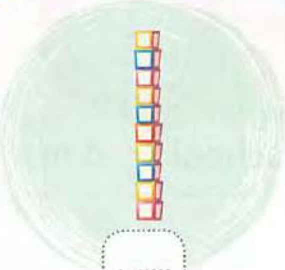
Daily Practice:

- Ask your child to tell you the day before and after today and ask him/her to draw a circle around today in the number chart.

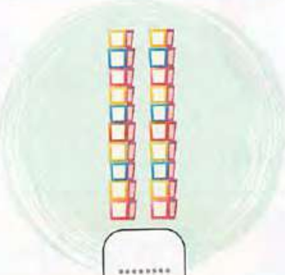
② Fill in the missing numbers:

71	....	....	74	....
76	....	78	....	....
81	....	83	....	....
86	....	....	89	....
91	....	....	94	....
....	....	98	....	100

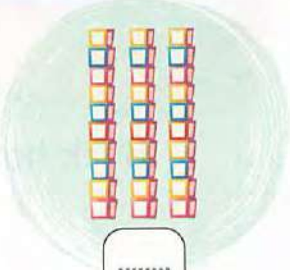
③ Count by 10's:



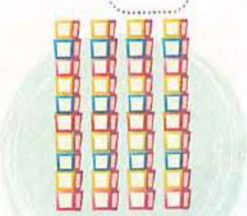
....



....



....



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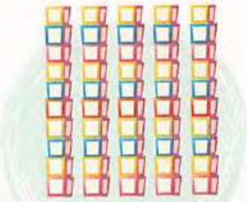

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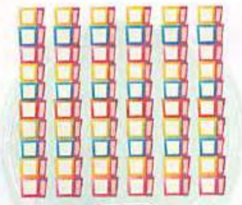

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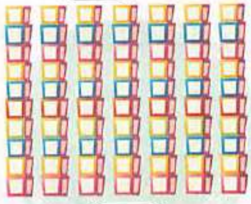

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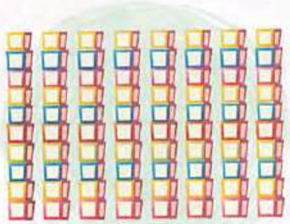

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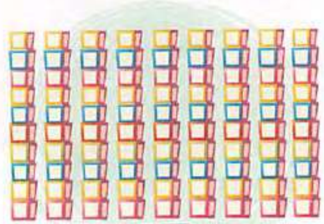
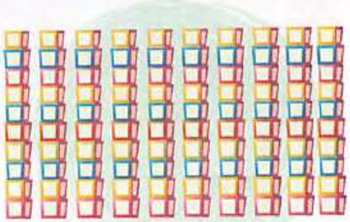


....



....

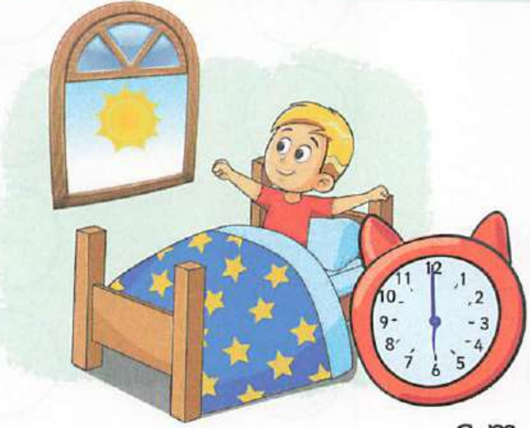
Parents' Tips:

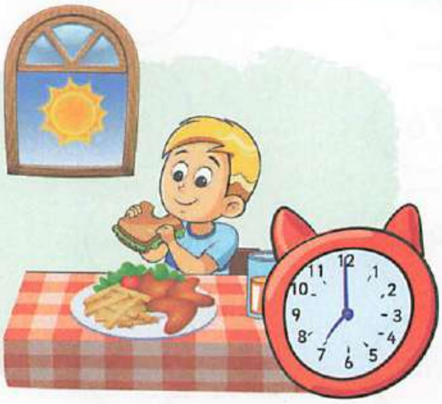
- Help your child read and write numbers from (71 - 100) in the 100 chart.

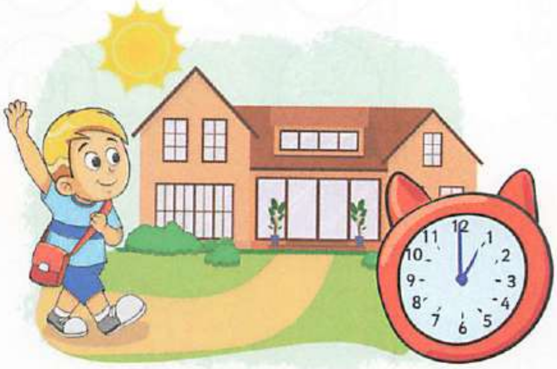
Lessons
59&60

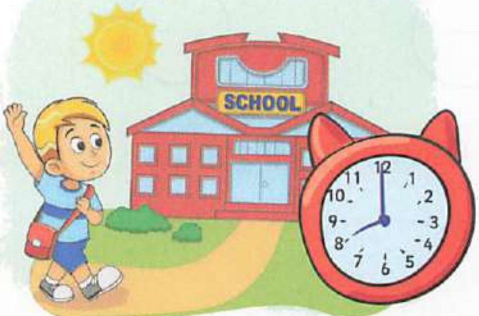
(B) Planning your day time

Study


Wake up a.m.


Eat breakfast a.m.

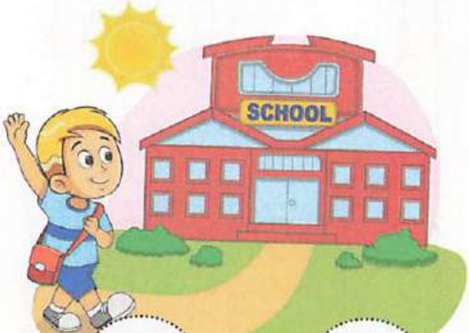

Back home p.m.



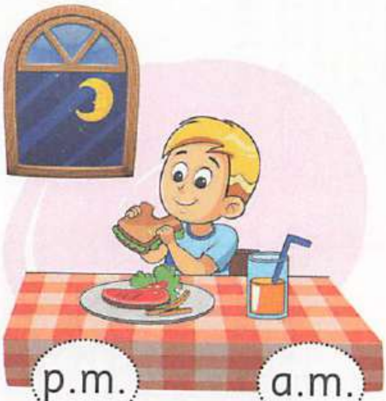
Go to school a.m.

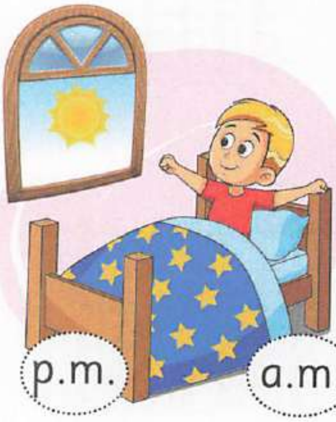
Practice

① Choose the correct answer:



p.m. a.m.


p.m. a.m.


p.m. a.m.

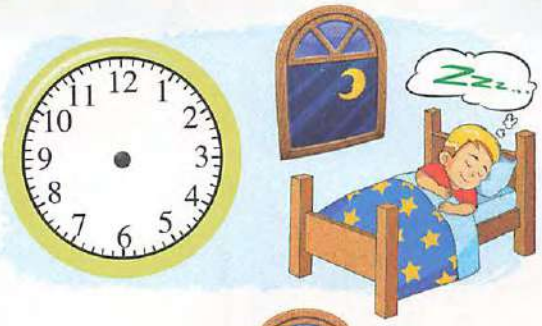
Daily Practice:

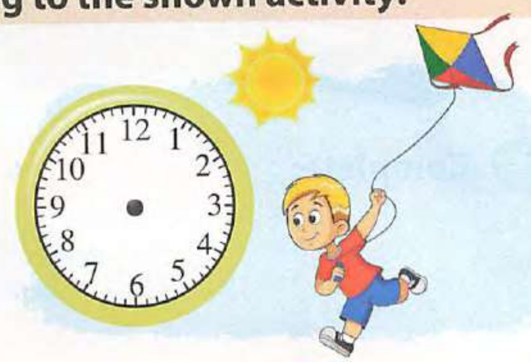
- Ask your child to tell you the name of the month before and after the current month.

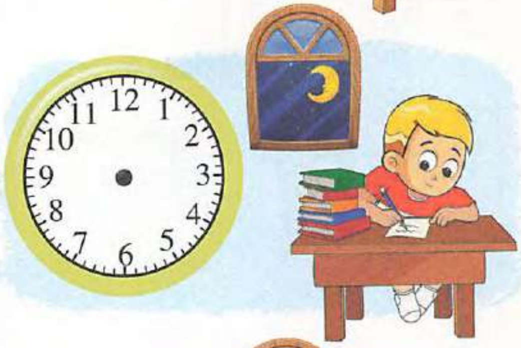
Vocabulary

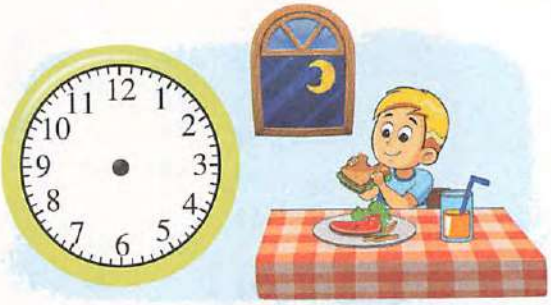
day, hour, minute, hand, clock, activity, plan

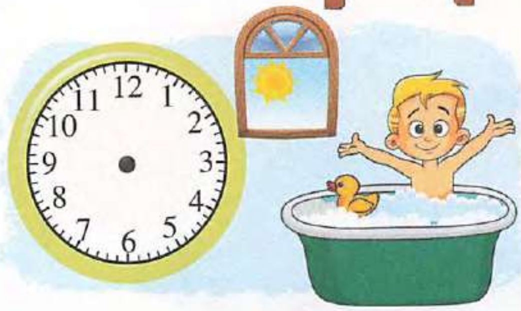
② Draw the hands of each clock according to the shown activity:

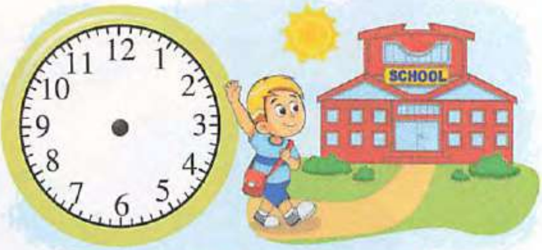


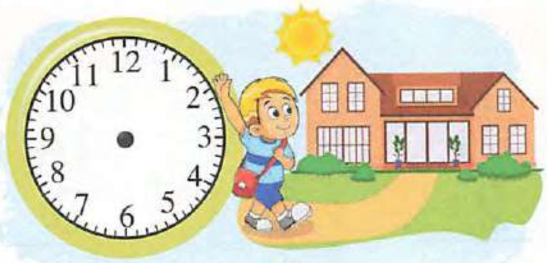


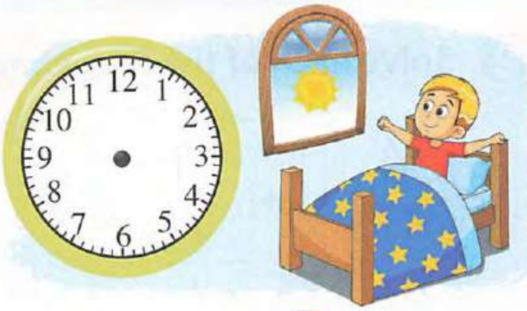


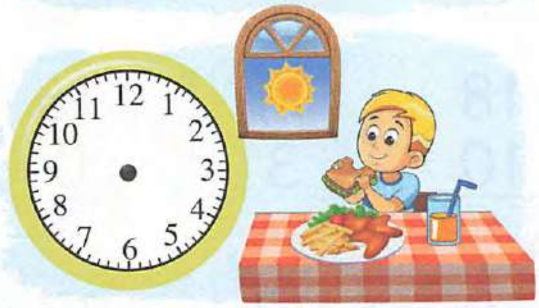


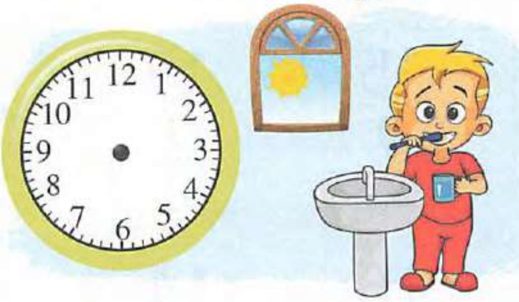












Now I can

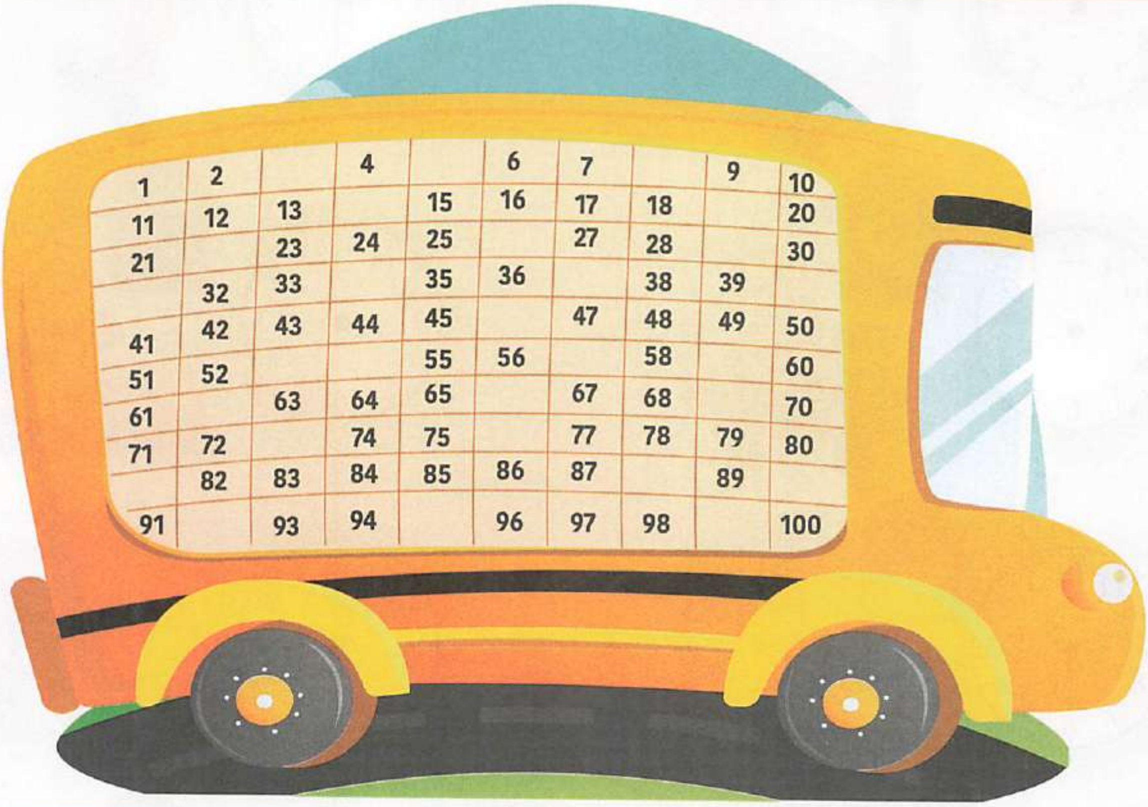
- read and write numbers from 91 to 100.
- understand the daytime to create a schedule.

Parents' Tips:

- Let your child plan his/her day.

Test Yourself

① Complete:



1	2		4		6	7		9	10
11	12	13		15	16	17	18		20
21		23	24	25		27	28		30
	32	33		35	36		38	39	
41	42	43	44	45		47	48	49	50
51	52			55	56		58		60
61		63	64	65		67	68		70
71	72		74	75		77	78	79	80
	82	83	84	85	86	87		89	
91		93	94		96	97	98		100

② Solve each of the following:

4 + 10	1 + 16	5 + 6	15 + 2	10 + 8	14 + 3 ....
15 − 9	19 − 2	13 − 7	18 − 10	11 − 3	16 − 0 ....
16 + 2	14 − 3	11 + 5	19 − 8	17 + 2	17 − 5 ....

Assess your progress
★★★★★

Need help!

I still need a little help!

I need more practice!

I understand.

Now, I understand well & can help my classmates.

General Practice

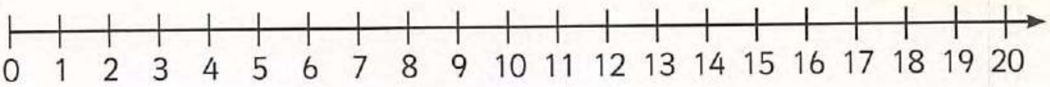
Chapter 7

1 Complete:

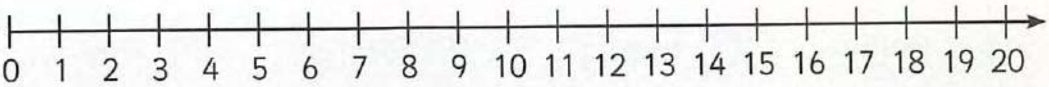
1	2		4	5		7	8	9	
20	19		17		15	14	13	12	
21			24	25		27	28		30
		38			35			32	31
	42		44	45		47	48		
		58			55			52	
61				65			68		
	79		77		75	74			71
		83			86		88	89	
100			97			94			91

2 Subtract on the number line:

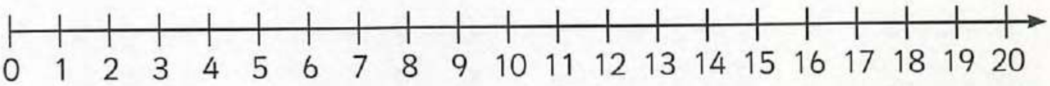
16 – 4 = ☐


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

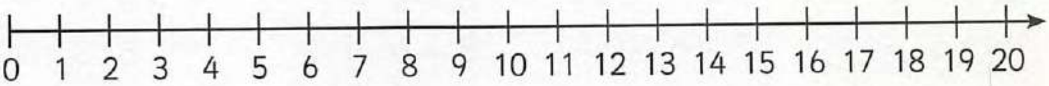
12 – 8 = ☐


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

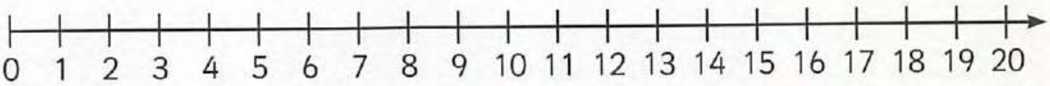
17 – 17 = ☐


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

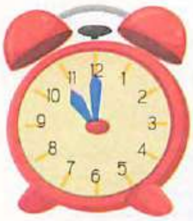
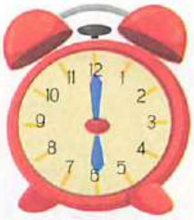
18 – 2 = ☐

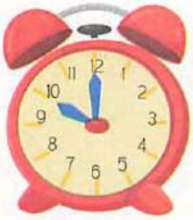
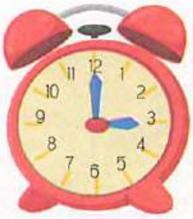

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

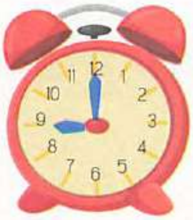
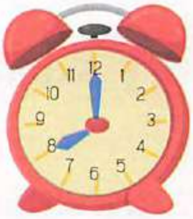
20 – 6 = ☐


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3 Match the correct time:


○ 10:00 | 8:00 ○


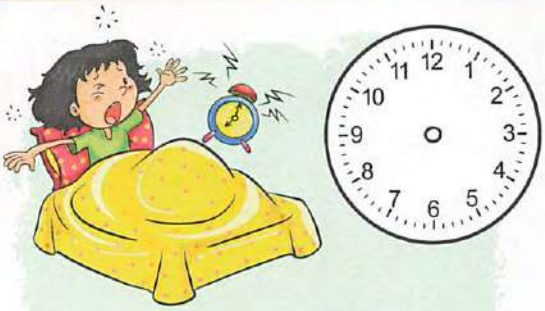

○ 9:00 | 3:00 ○



○ 11:00 | 6:00 ○


4 Subtract to complete the fact families:

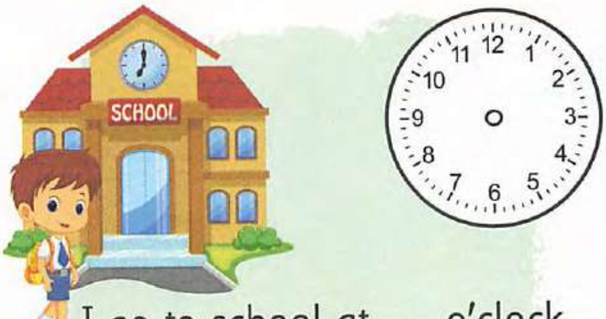
(6) family	(7) family	(8) family	(9) family	(10) family
6 – 0 = ...	7 – 0 = ...	8 – 0 = ...	9 – 0 = ...	10 – 0 = ...
6 – 1 = ...	7 – 1 = ...	8 – 1 = ...	9 – 1 = ...	10 – 1 = ...
6 – 2 = ...	7 – 2 = ...	8 – 2 = ...	9 – 2 = ...	10 – 2 = ...
6 – 3 = ...	7 – 3 = ...	8 – 3 = ...	9 – 3 = ...	10 – 3 = ...
6 – 4 = ...	7 – 4 = ...	8 – 4 = ...	9 – 4 = ...	10 – 4 = ...
6 – 5 = ...	7 – 5 = ...	8 – 5 = ...	9 – 5 = ...	10 – 5 = ...
6 – 6 = ...	7 – 6 = ...	8 – 6 = ...	9 – 6 = ...	10 – 6 = ...
	7 – 7 = ...	8 – 7 = ...	9 – 7 = ...	10 – 7 = ...
		8 – 8 = ...	9 – 8 = ...	10 – 8 = ...
			9 – 9 = ...	10 – 9 = ...
				10 – 10 = ...

5 Tell the time and draw the two hands in each clock according to your daily routine:


12
1
2
3
4
5
6
7
8
9
10
11

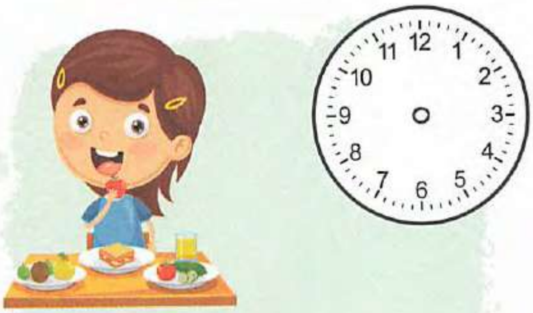
I get up at .... o'clock

.... : .... a.m.


SCHOOL
12
1
2
3
4
5
6
7
8
9
10
11

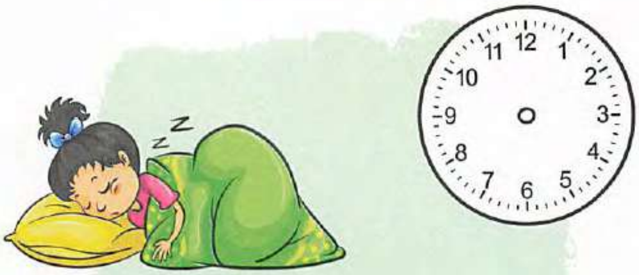
I go to school at .... o'clock

.... : .... a.m.


12
1
2
3
4
5
6
7
8
9
10
11

I eat lunch at .... o'clock

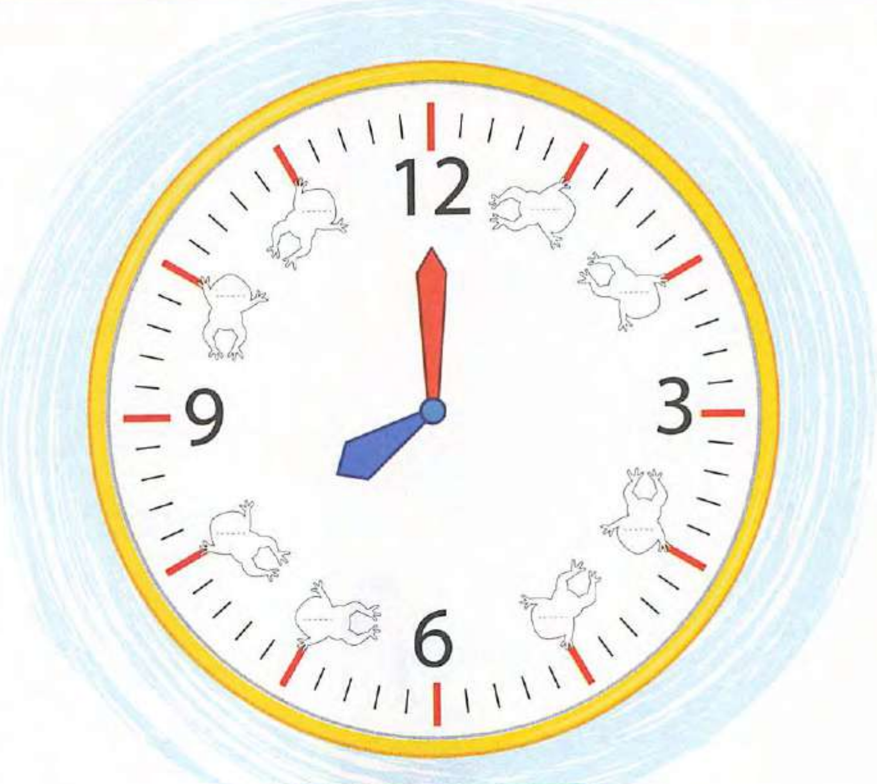
.... : .... p.m.


Z
Z
12
1
2
3
4
5
6
7
8
9
10
11

I go to bed at .... o'clock

.... : .... p.m.

6 Write the missing numbers on the clock, then tell the time:



.... : ....

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MATHEMATICS

Ongoing Assessment Booklet

2023

Primary
1
First Term

Content

Part 1 Ongoing Assessment 3

- 39 Sheets

Part 2 Final Assessment 43

- 10 Worksheets

Part

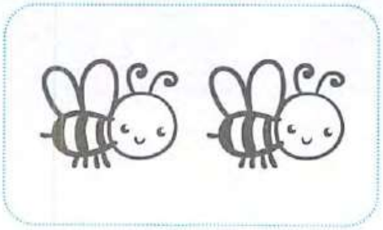
1

Ongoing Assessment

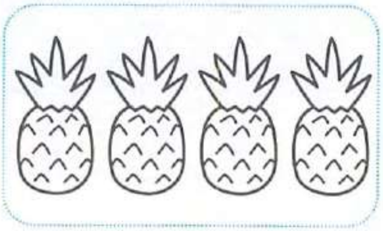
- 39 Sheets

Chapter 1 Sheet 1 on Lessons (1 & 2)

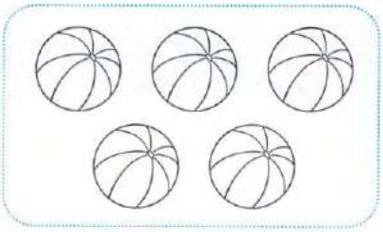
1 **Color the objects according to the given number:**



1



2



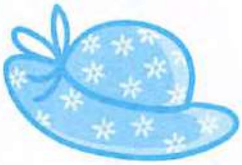
3

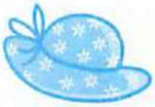
2 **Count the number of objects:**

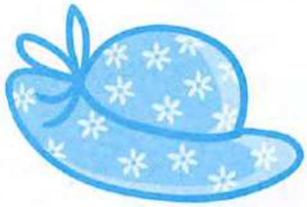
How many ♥?	How many ★? ....
♥ ♥ ♥	★ ★

How many ♫?	How many 💧? ....
♫ ♫ ♫	💧

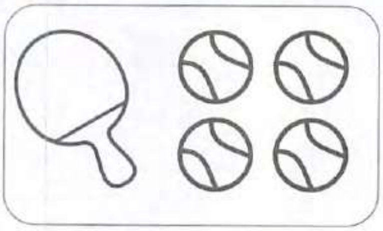
3 **Circle the biggest object, and underline the smallest one:**

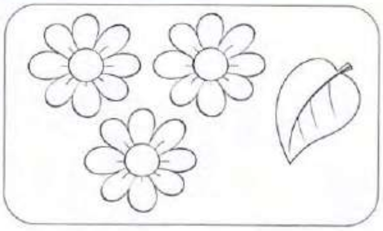


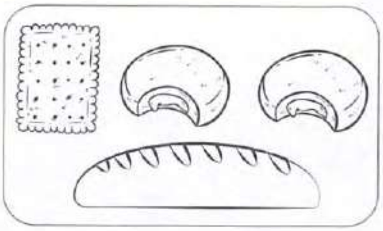


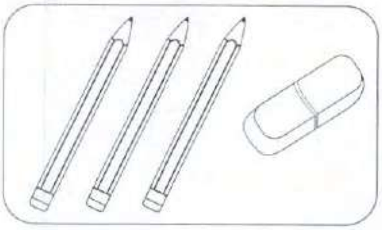


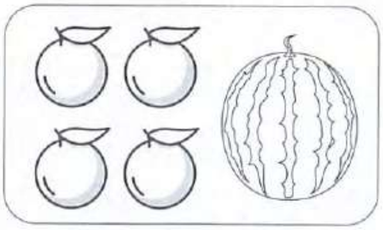
4 **Color the objects of the same shape in each group:**

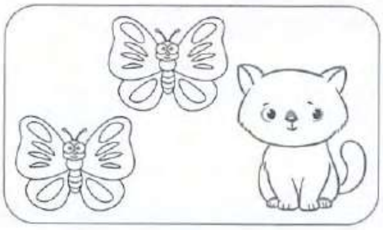












Sheet 2 on Lessons (3 & 4)

1 **Fill in the five frames:**

- Draw 2 △

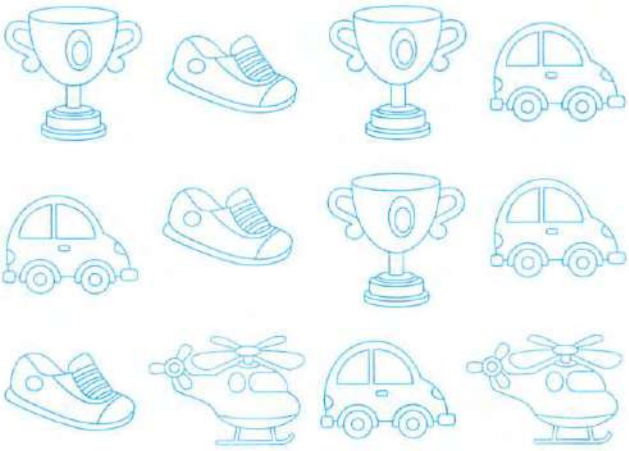
- Draw 4 □

- Draw 3 ♡

- Draw 1 ⬭

2 **Color in the graph to represent the number of each object, then circle the correct answer:**

🏆	🚗	👟	🚁

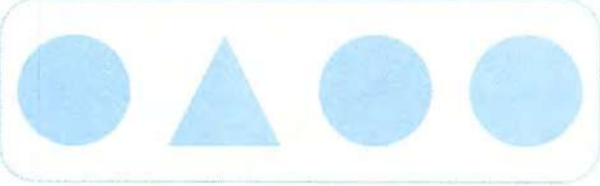


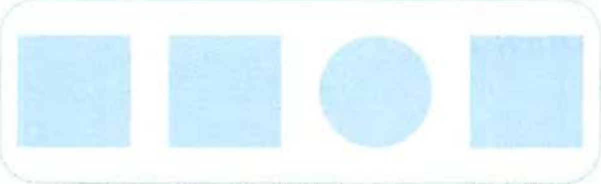
- The item which has the greatest number is: 🏆 🚗 👟 🚁

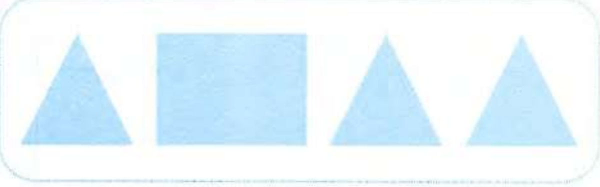
- The item which has the smallest number is: 🏆 🚗 👟 🚁

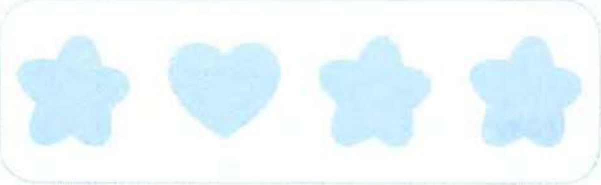
Sheet 3 on Lessons (5 & 6)

1 Circle the different shape in each group:

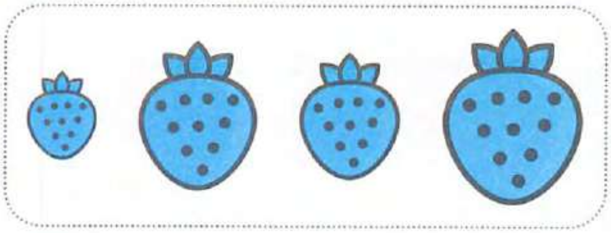


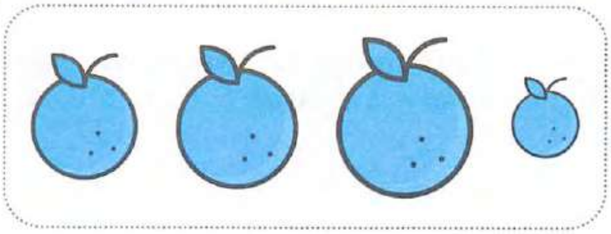




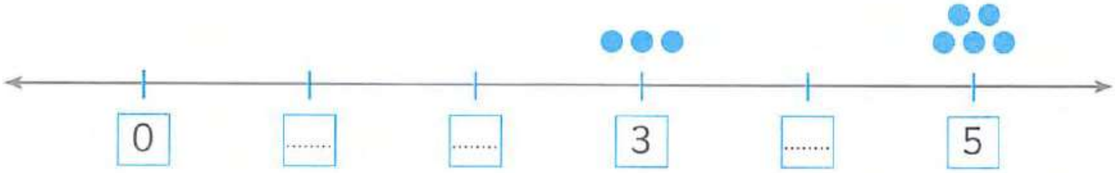


2 Underline the smallest object in each group:

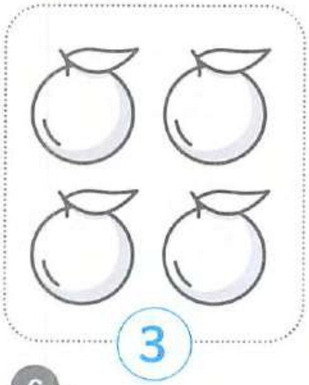


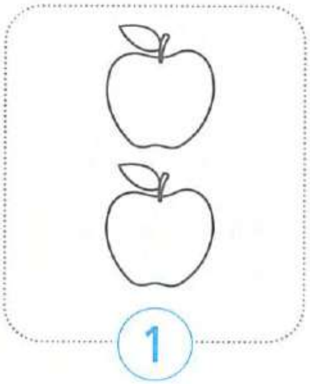


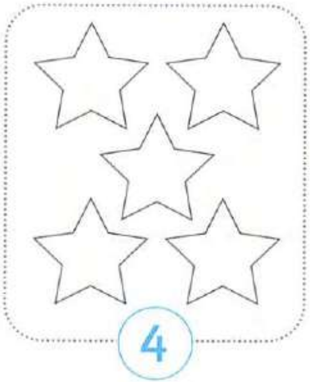
3 Find the missing numbers on the number line, then draw dots according to the number:

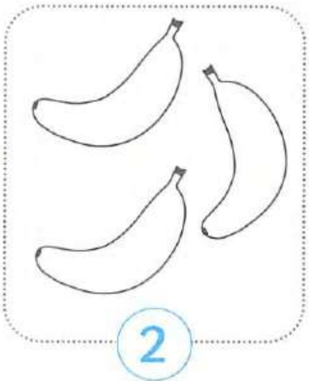


4 Count, then color according to the number:



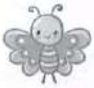
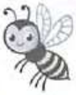
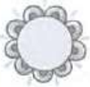
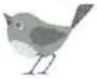


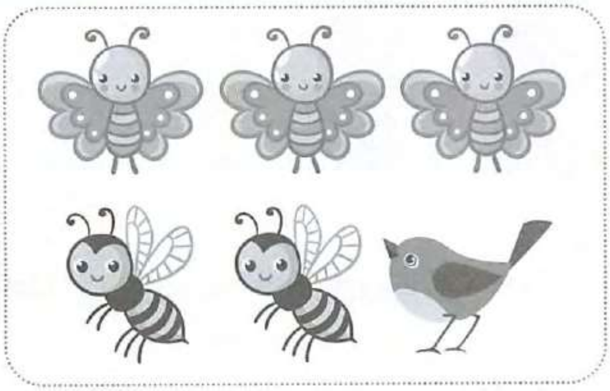




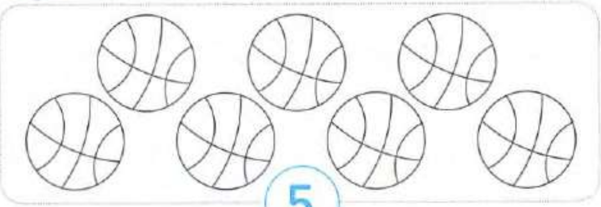
Sheet 4 on Lessons (7 & 8)

1 Complete:

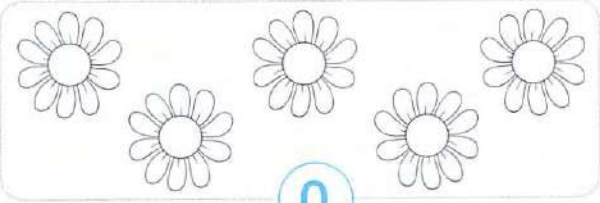
- There are .... 
- There are .... 
- There is .... 
- There is .... 



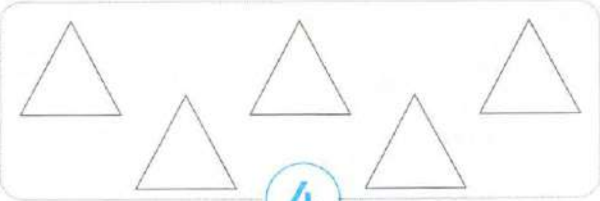
2 Color the objects according to the given numbers:



5



0



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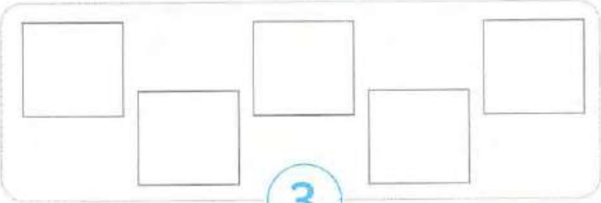
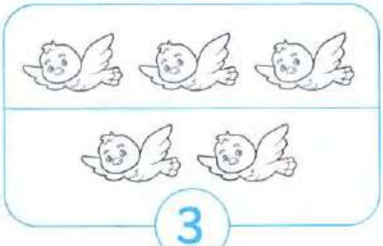
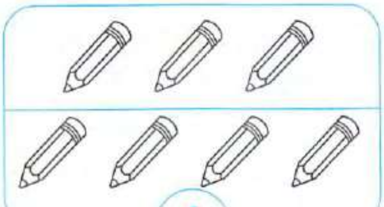


3

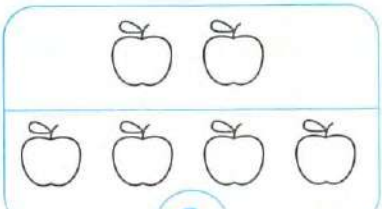
3 Color the group which has the given number in each box:



3

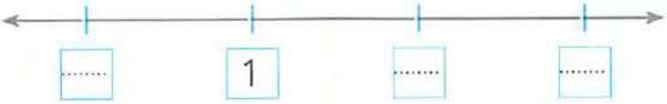


4



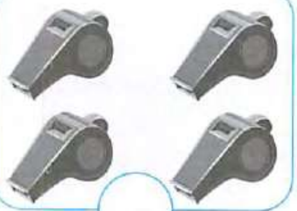
2

4 Complete the missing numbers on the number line:



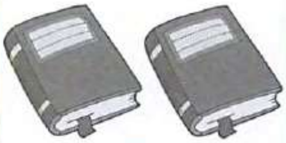
Sheet 5 on Lessons (9 & 10)

1 **Count, then write the number of objects in each group:**

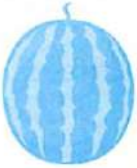


....

....



....



....

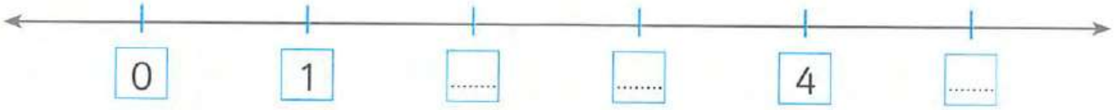
2 **Draw objects to get the given number:**

4

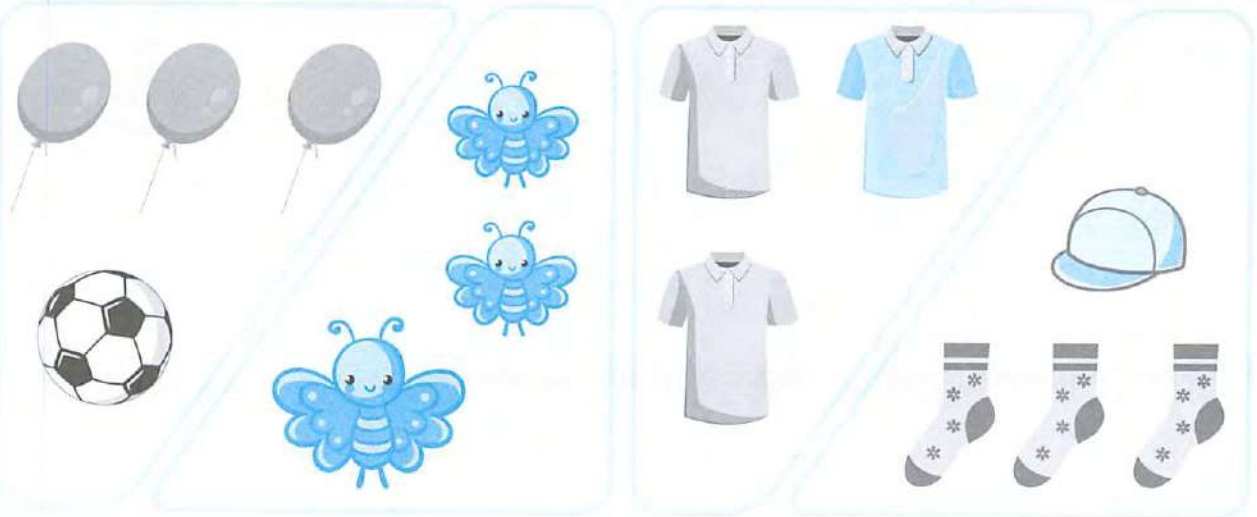
2

5

3 **Write the missing numbers:**

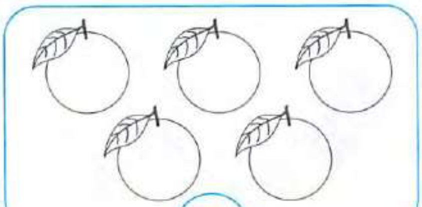


4 **Draw a circle around the different object in each group:**

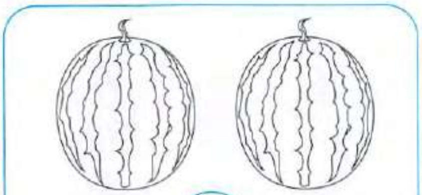


Sheet 6 on Chapter 1

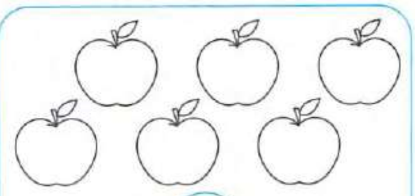
1 Color according to the given number:



3

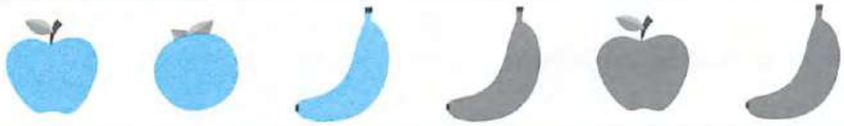


0

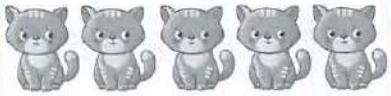


5

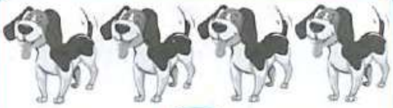
2 Circle the objects of the same color:



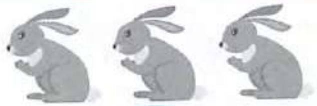
3 Count, then write the number of objects in each group:



....



....



....

4 Draw dots according to the given number:

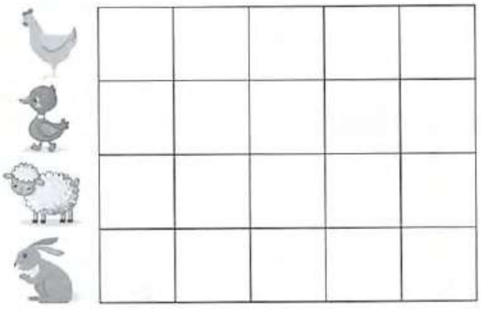
4

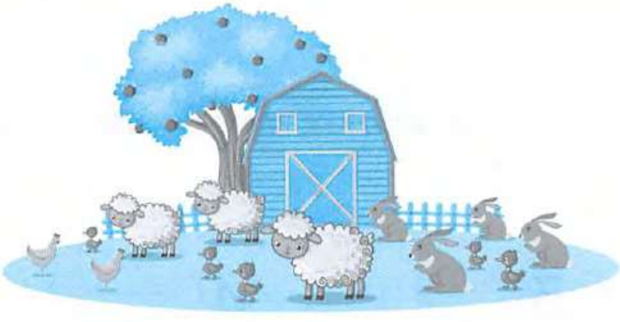
0

1

5 Underline the different object:

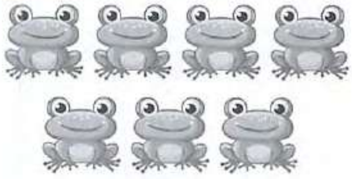
6 Color in the graph to show the number of each object:



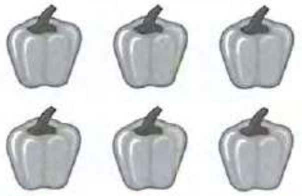


Chapter 2 Sheet 7 on Lessons (11 & 12)

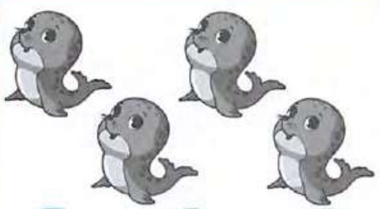
1 Count, then color the correct number:



7 — 6 — 5

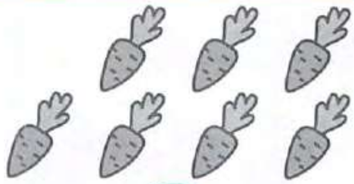


6 — 7 — 5

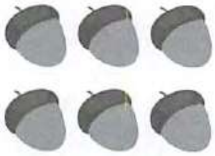


5 — 4 — 3

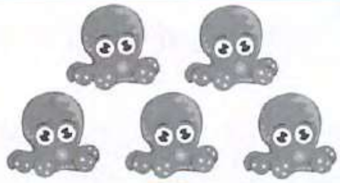
2 Count, then write the number:



....

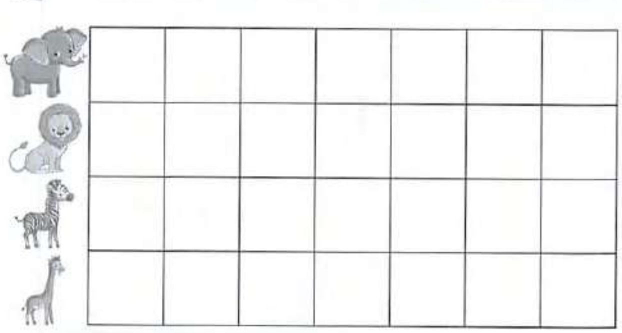


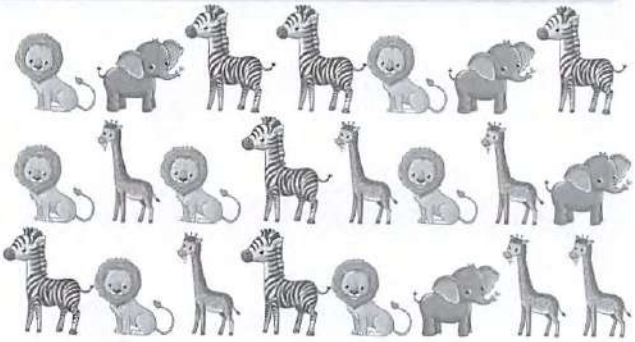
....

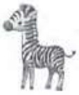
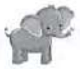
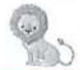
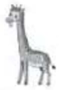


....

3 Color in the graph to show the number of each animal, then answer the questions:





- How many  ? ....
- How many  ? ....
- How many  ? ....
- How many  ? ....

4 Draw dots in each five frame according to the given number:

☐☐☐☐☐ 5

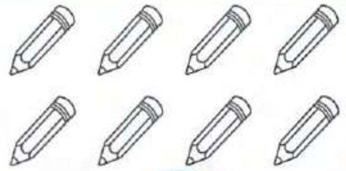
☐☐☐☐☐ 4

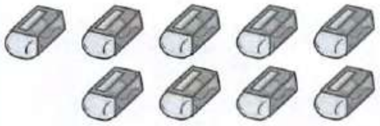
☐☐☐☐☐ 2

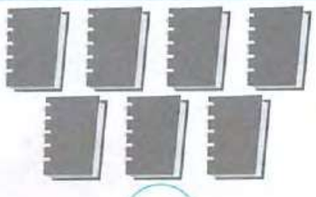
☐☐☐☐☐ 0

Sheet 8 on Lessons (13 & 14)

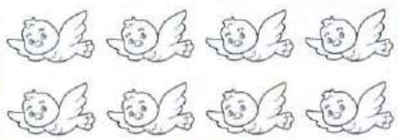
① Count, then write the number:

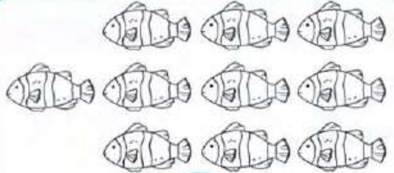

....

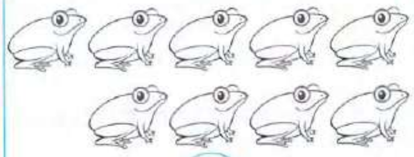

....


....

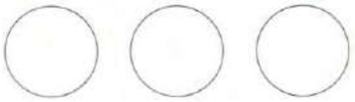
② Color objects in each group according to the given number:

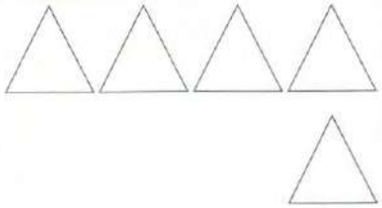

7

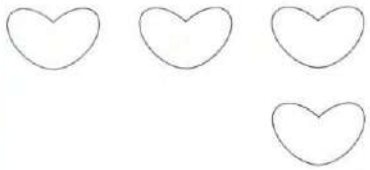

9


8

③ Draw to reach the shown number:


5


9


8

④ Color the number which is just before in red and which is just after in blue:

2
3 1

8
7 9

5
4 6

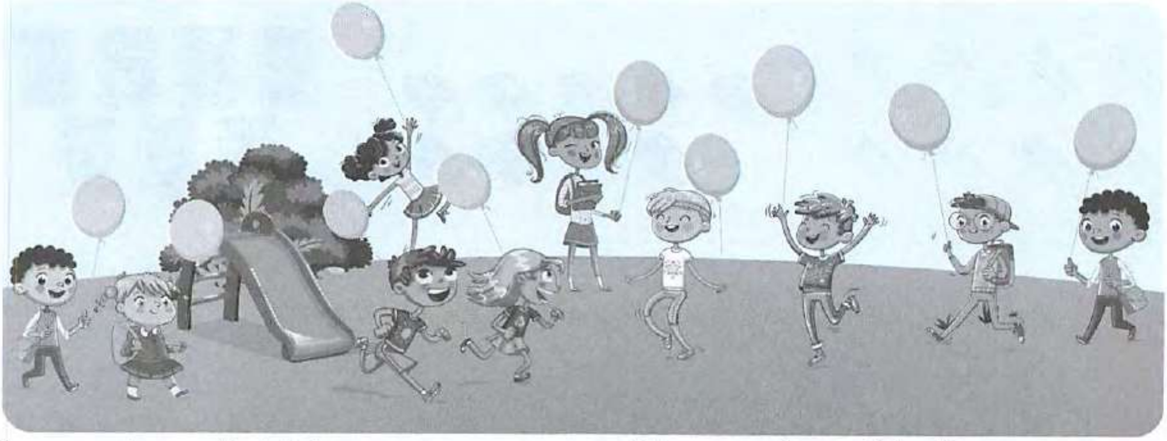
7
8 6

⑤ Complete the missing numbers:

.... ← 1 less .... ← 1 less 7 1 more → .... 1 more → ....

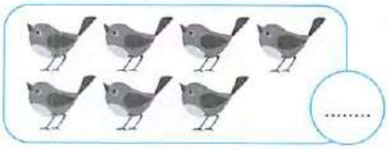
Sheet 9 on Lessons (15 & 16)

1 Look at the picture, then complete:

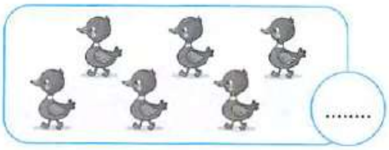


- The number of children = ...
- The number of balloons = ...

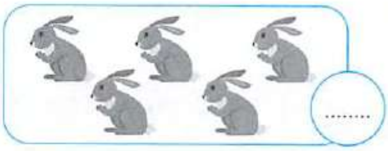
2 Count, then match to make 10:



....



....



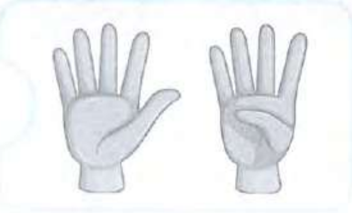
....

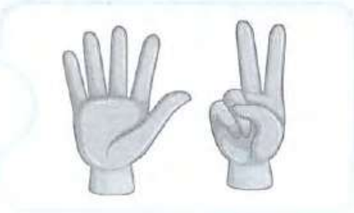
5 3 4

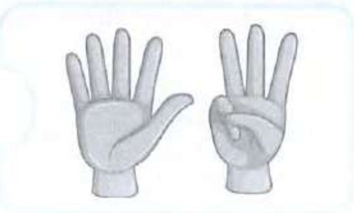
3 Write the missing numbers:

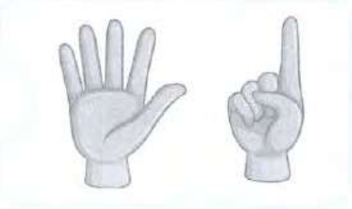
0 1 2 ...... 4 .... 7 8 ....

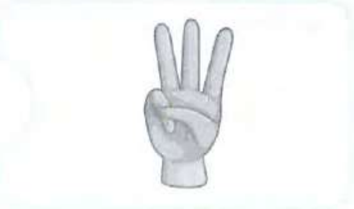
4 Count, then write the number of raised fingers:

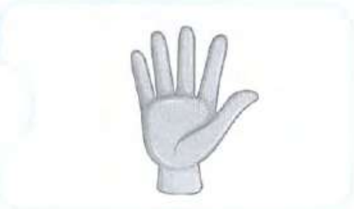






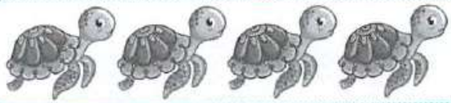


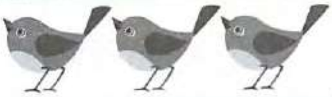


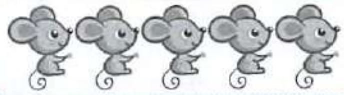


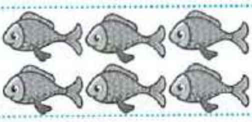
Sheet 10 on Lessons (17 & 18)

1 Circle the group which has 1 more in each row:

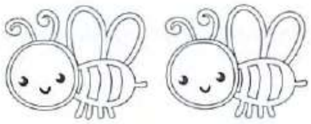


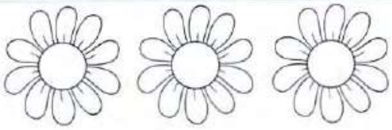


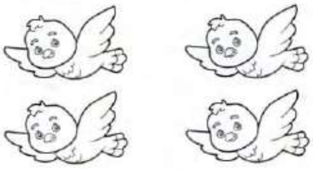


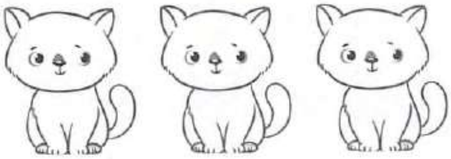


2 Color the group which has 1 less in each row:









3 Write the number that is one less and one more:

1 less 1 more
☐ 7 ☐

1 less 1 more
☐ 9 ☐

1 less 1 more
☐ 8 ☐

1 less 1 more
☐ 3 ☐

1 less 1 more
☐ 1 ☐

1 less 1 more
☐ 6 ☐

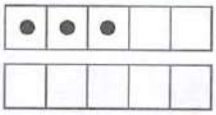
4 Complete the missing numbers:

1 less 1 less 1 more 1 more
.... 4 ....

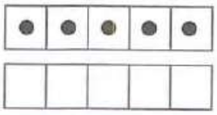
Sheet 11 on Chapter 2

1 Draw dots to get 10, then write the number of drawn dots:

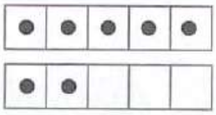
………



………

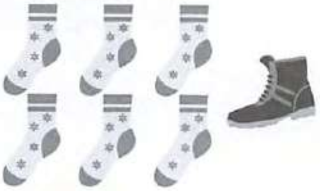


………

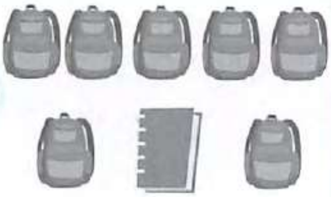


2 Count the objects of the same shape in each group and write the number:

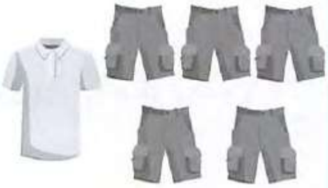
………



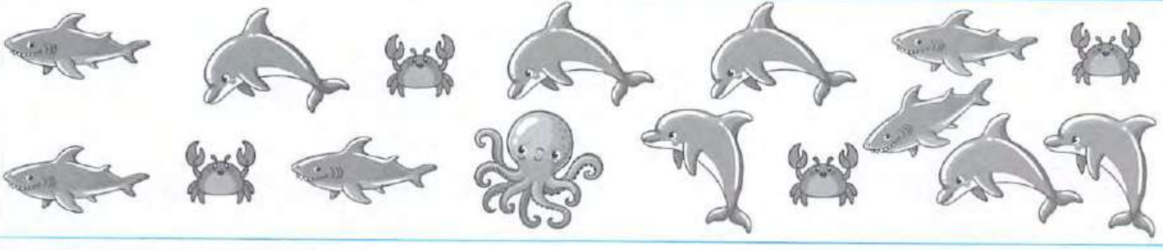
………

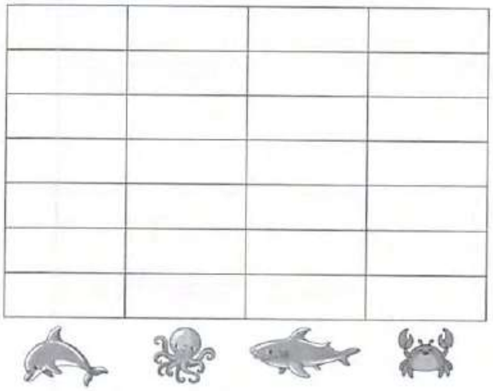


………

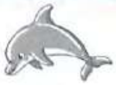


3 Color in the graph to show the number of each of the ocean animals, then answer the questions:

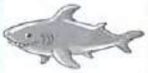




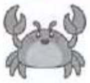
- How many?



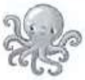
………



………

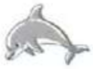


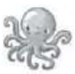
………

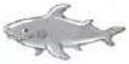


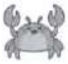
………

- Draw a circle around the most repeated animal.

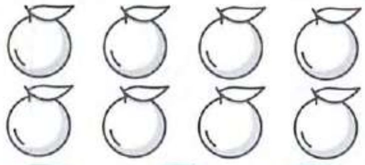




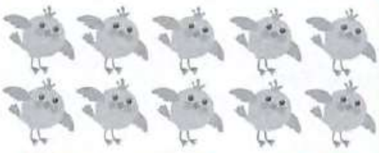




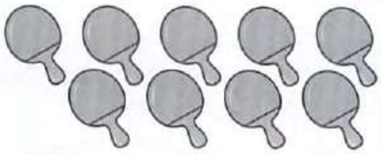
4 Color the correct number in each group:



9 8 7



8 9 10

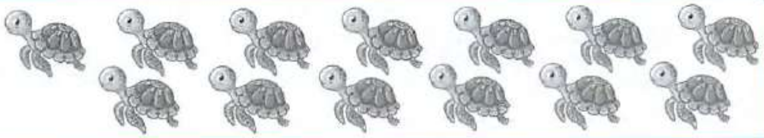


7 8 9

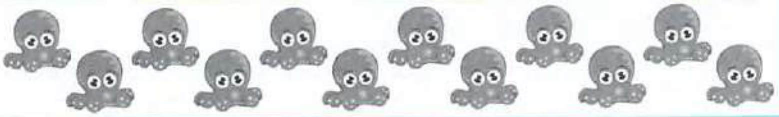
Chapter 3 Sheet 12 on Lesson (19)

1 Count, then circle the correct number of objects in each row:

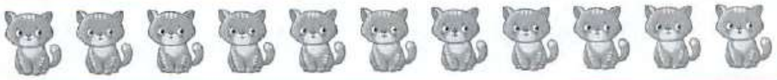
11 12 13



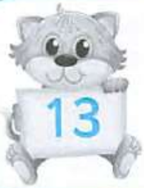
11 12 13

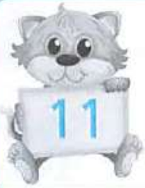


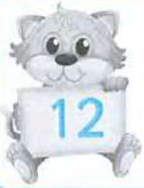
11 12 13



2 Draw dots in the five frames to show the number:



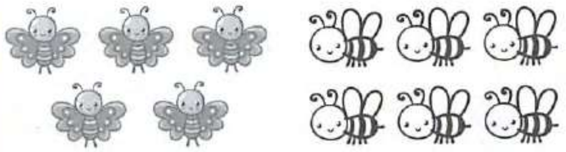




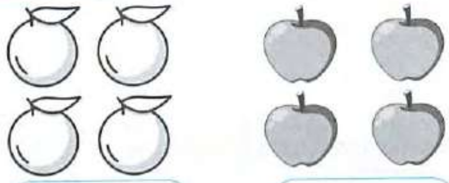
3 Write the missing numbers on the number line:

0	1	....	....	....	....	....	....	....	....	....	11	....	....

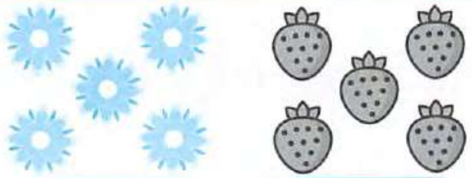
4 Count the number of the two groups. If they have the same number of objects, color "same" if not color "different":



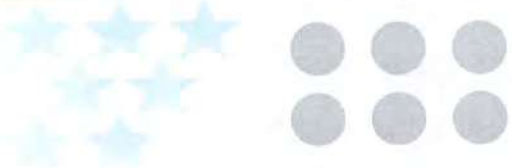
Same Different



Same Different



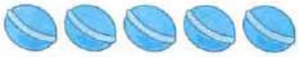
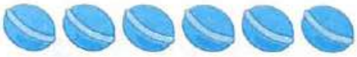
Same Different

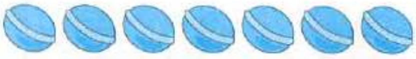
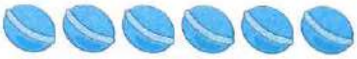


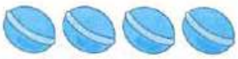
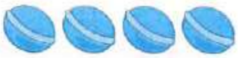
Same Different

Sheet 13 on Lesson (20)

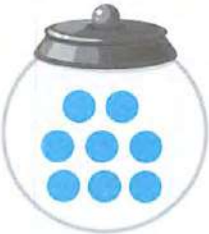
1 **Count the objects, then write the correct word (greater than, less than or equal to):**

 ……… ……… 

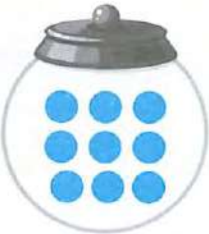
 ……… ……… 

 ……… ……… 

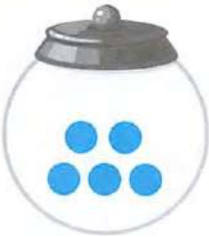
2 **Count the balls, write the number, then color the jar which has the greatest number in yellow:**



………………



………………



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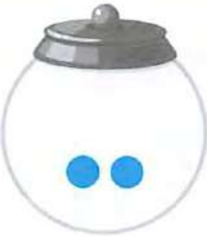
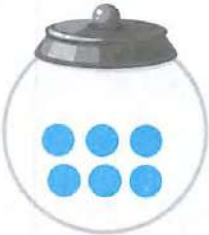
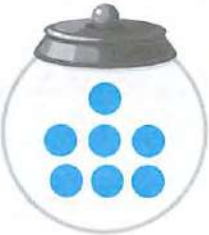


………………

3 **Count the balls, write the number, then color the jar which has the smallest number in green:**



………………



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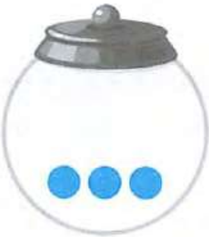

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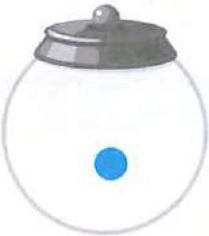
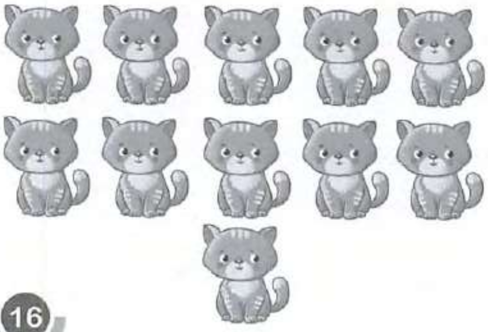
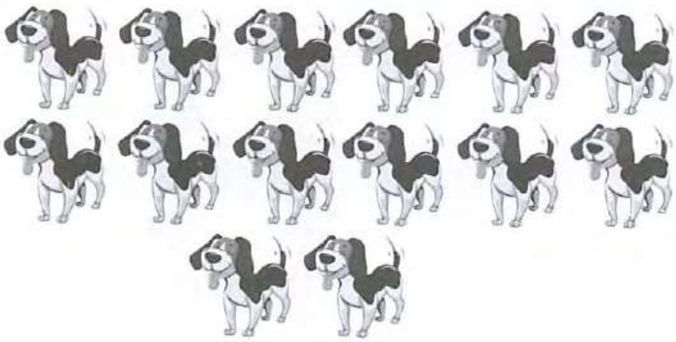


………………

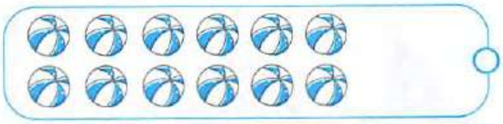
4 **Count, then circle the smaller group:**

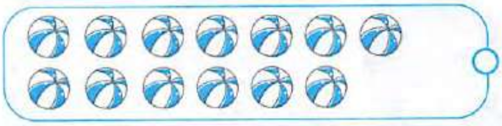


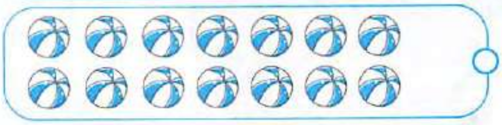


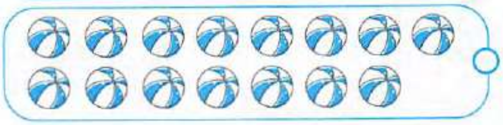
Sheet 14 on Lessons (21 & 22)

1 Count and match:









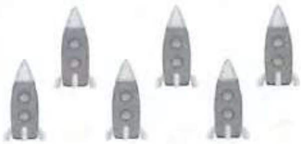
○ 15

○ 14

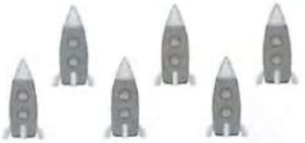
○ 12

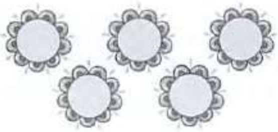
○ 13

2 Count the number of items in each two groups, then color the suitable phrase:

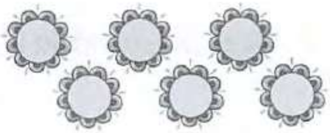


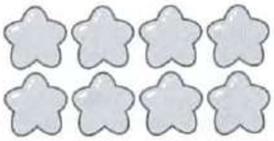
is greater than
is equal to
is less than



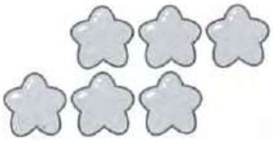


is greater than
is equal to
is less than

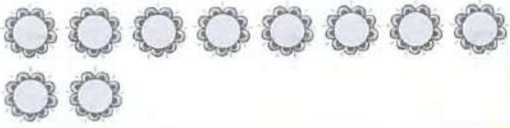




is greater than
is equal to
is less than



3 Complete drawing to get the given number:



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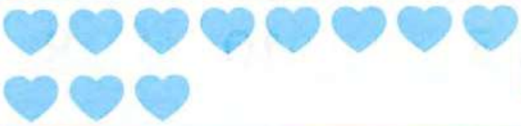
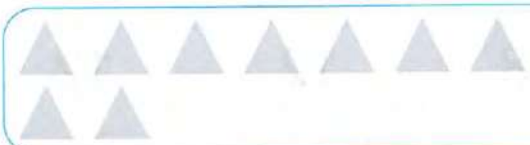
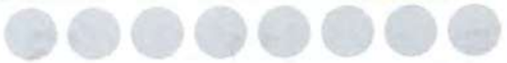


14



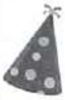
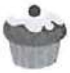
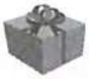
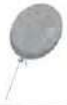
11

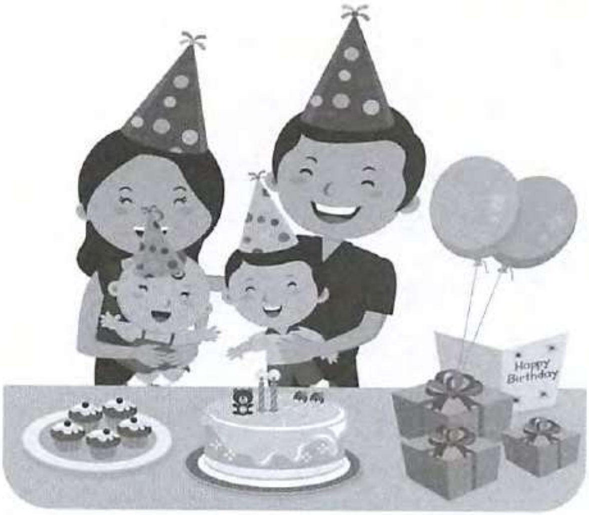


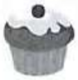
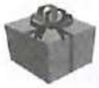
13

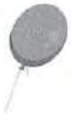
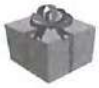
Sheet 15 on Lessons (23 & 24)

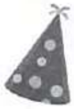
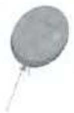
1 **Color in the graph to show the number of each object, then circle the correct sign:**

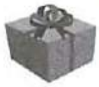
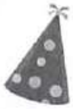
			



 > , < , = 

 > , < , = 

 > , < , = 

 > , < , = 

2 **Use the suitable sign (> , < or =):**

13 9

5 6

10 14

4 4

2 0

6 7

3 10

8 9

15 15

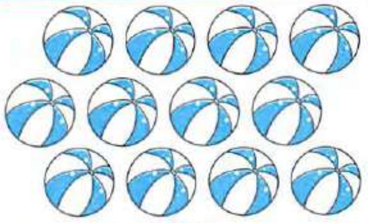
5 11

13 8

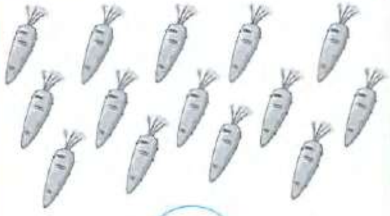
12 12

Sheet 16 on Chapter 3

① Count, then write the number of objects in each group:



....



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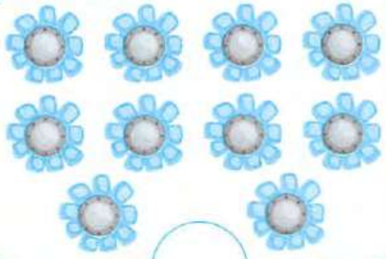
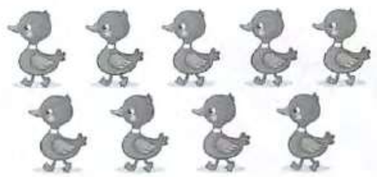
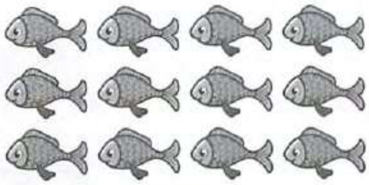


....

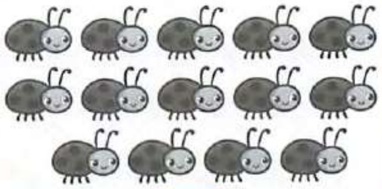
② Count, write the number, then match the sets which have the same number of objects:



....



....



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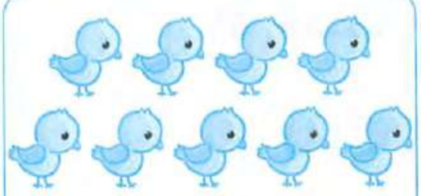
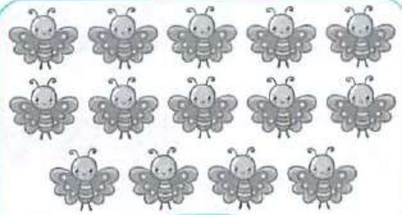
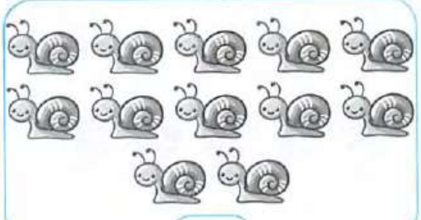


....



....



....

③ Compare using the suitable sign (> , < or =):

6 3

7 10

13 9

8 10

12 11

11 13

④ Complete the missing numbers:

0 .... 2 .... 4 .... 7 .... 10 .... 14 ....

1 Draw ★ to get the given number:

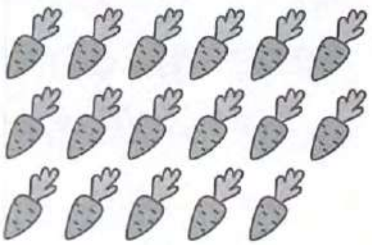
17
☐☐☐☐☐ ☐☐☐☐☐
☐☐☐☐☐ ☐☐☐☐☐

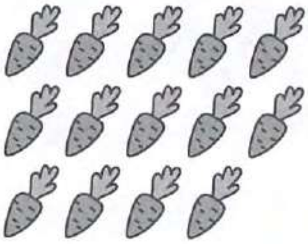
15
☐☐☐☐☐ ☐☐☐☐☐
☐☐☐☐☐ ☐☐☐☐☐

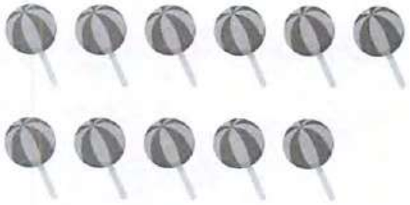
16
☐☐☐☐☐ ☐☐☐☐☐
☐☐☐☐☐ ☐☐☐☐☐

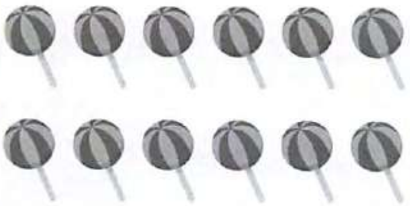
14
☐☐☐☐☐ ☐☐☐☐☐
☐☐☐☐☐ ☐☐☐☐☐

2 Count the objects in each group, then write the number:









3 Count dots in the five frames, then compare using (<, > or =):

●●●●● ●●●●●
●●●●● ●●☐☐☐
○
●●●●● ●●●●●
●●●●● ●●☐☐☐

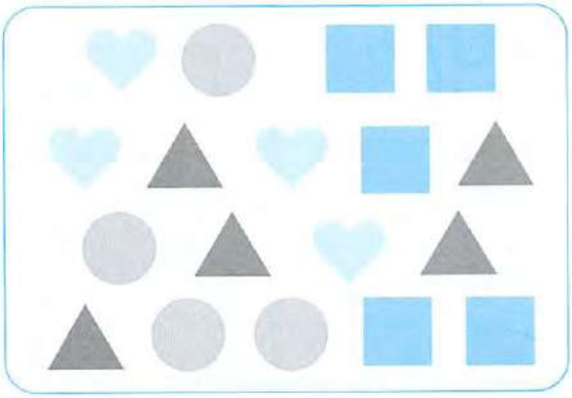
●●●●● ●●●●●
●●●●● ☐☐☐☐☐
○
●●●●● ●●●●●
●●●●● ●☐☐☐☐

●●●●● ●●●●●
●●●●● ☐☐☐☐☐
○
●●●●● ●●●●●
●●●●☐ ☐☐☐☐☐

Sheet 18 on Lesson (27)

① **Count each type of objects, then draw in the graph according to the number of each object type, then answer the question:**

▲							
●							
♥							
■							



- What's the number of:

▲ ? ....

■ ? ....

● ? ....

- Draw the two objects which have the same number:

Compare the number of objects using (< , > or):

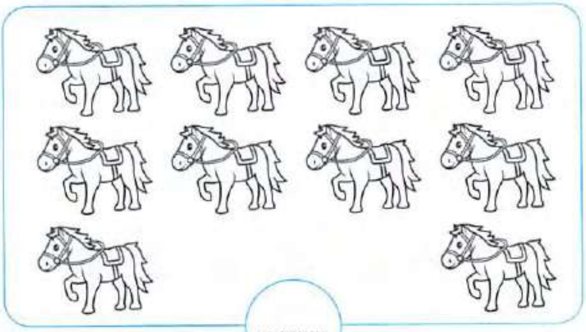
▲ ◯ ■

● ◯ ■

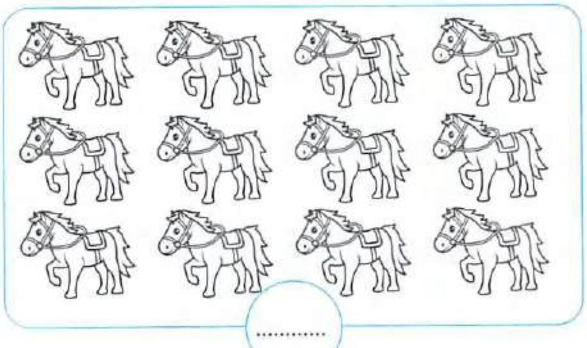
♥ ◯ ■

▲ ◯ ●

② **Count, then write the number and color the greater group:**



....

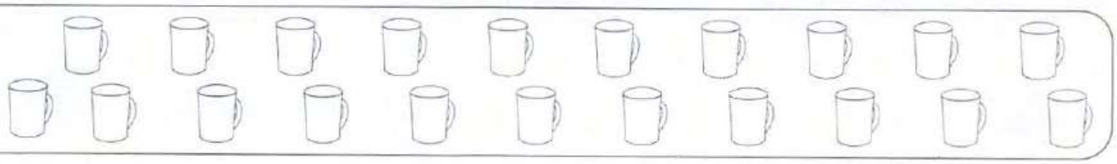


....

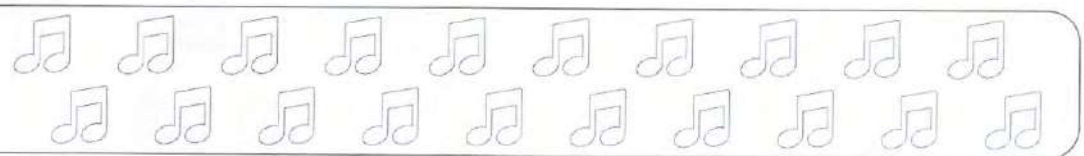
Sheet 19 on Lessons (28 & 29)

1 **Color the objects in each group according to the given number:**

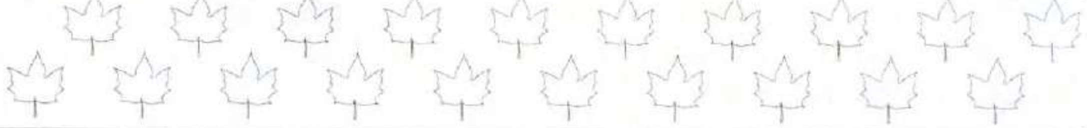
20



19



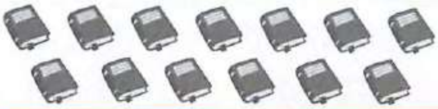
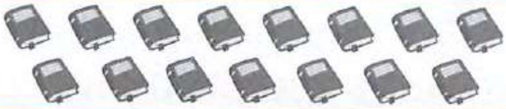
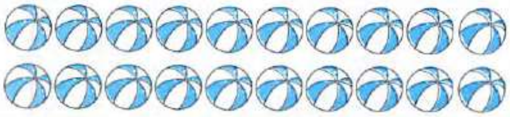
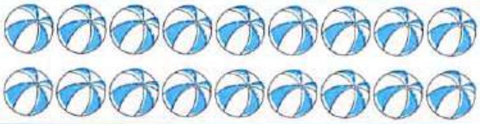
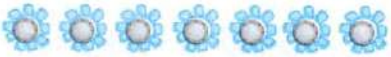
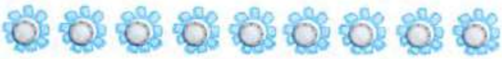
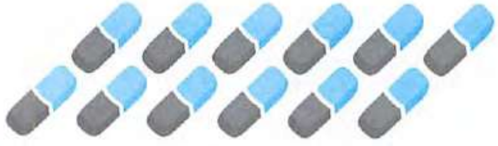
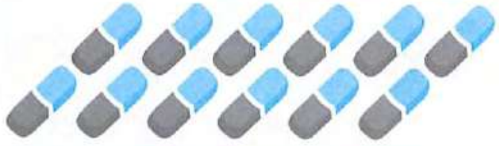
18



2 **Write the missing numbers in each row:**

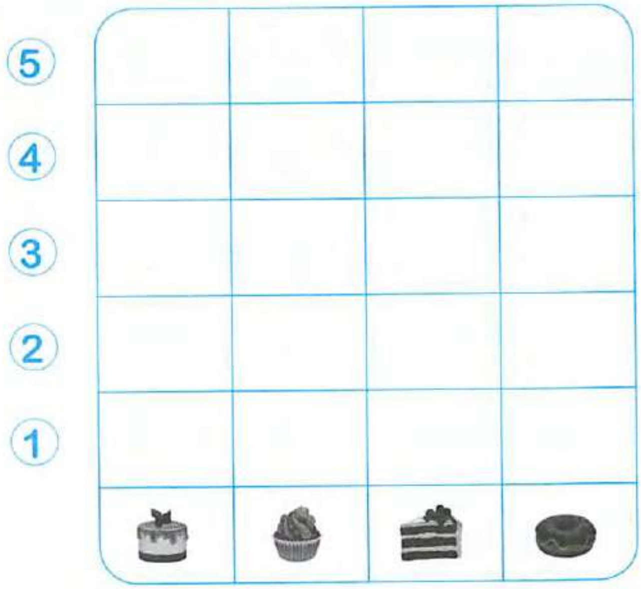
1	....	....	....	5	6	....	....	....	10
11	....	....	....	15	16	....	....	....	20

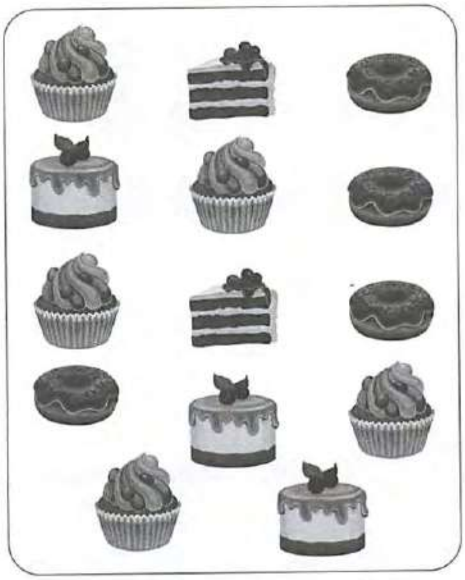
3 **Count, then put (> , < or =):**

	○	
	○	
	○	
	○	

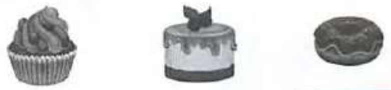
Sheet 20 on Lesson (30)

① Color in bar graph to represent the number of objects and answer questions:

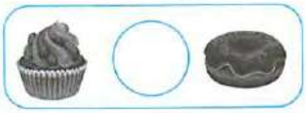


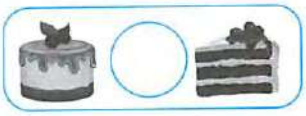


- ✧ Circle the most repeated object.

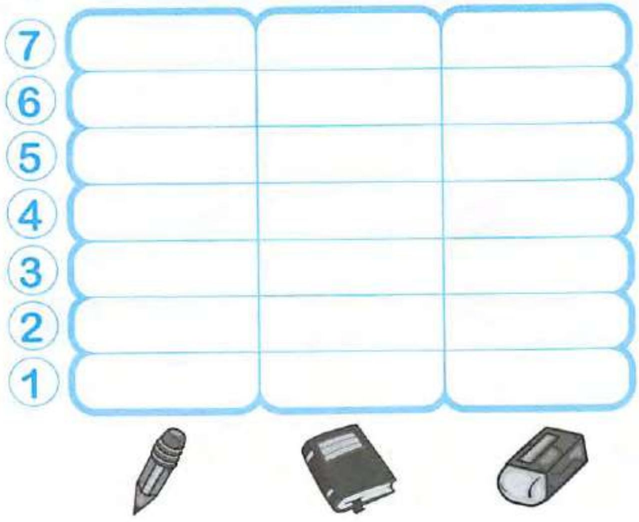


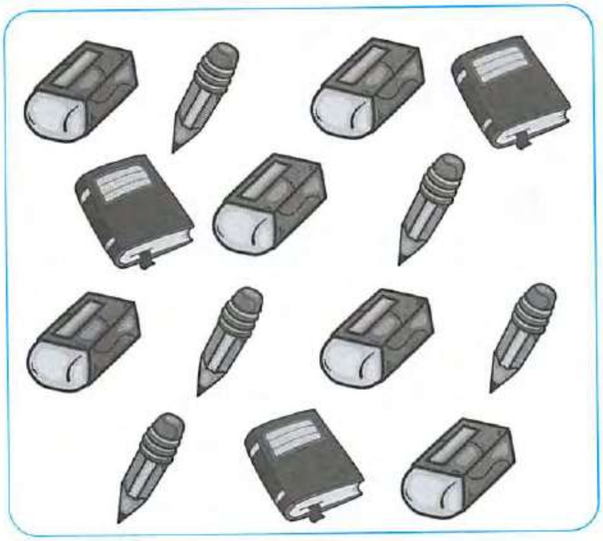
- ✧ Compare using (<, > or =):

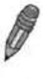
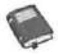


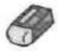


② Count each type of items, color in the bar graph to represent them, then complete:



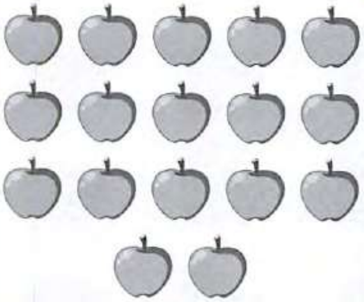


✧ Number of  .... ✧ Number of  ....

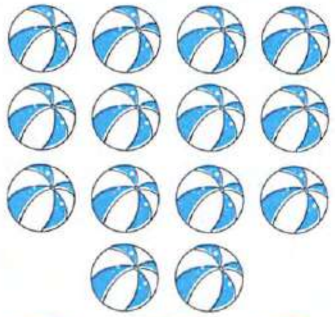
✧ Number of  ....

Sheet 21 on Chapter 4

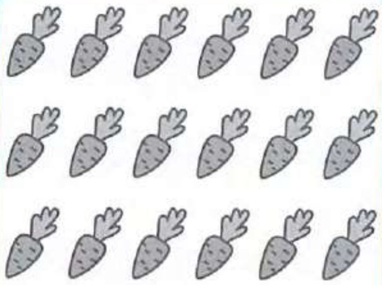
1 Color the correct number of objects in each group:



15 16 17

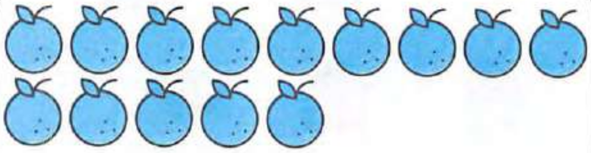


13 14 15

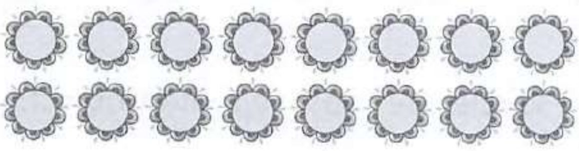


17 18 19

2 Complete drawing to reach the number:

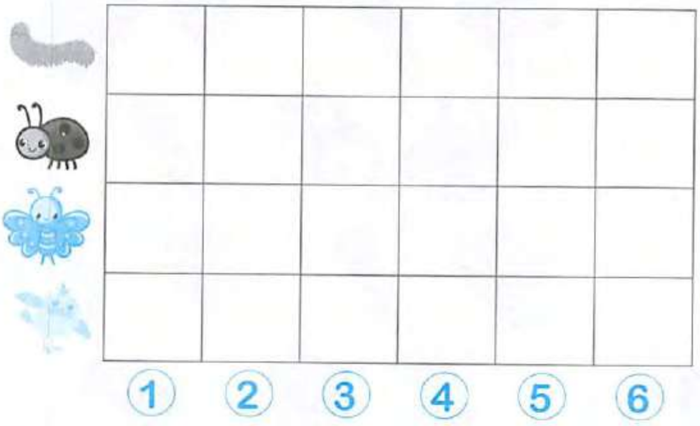


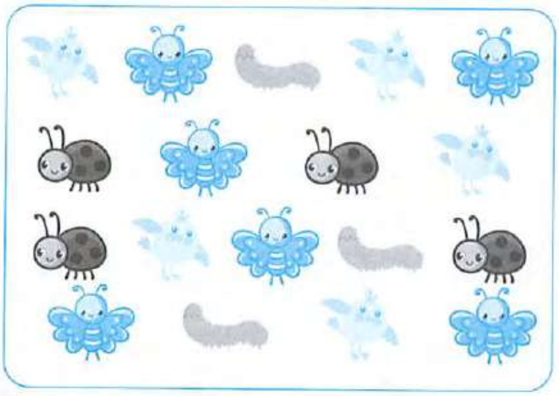
19



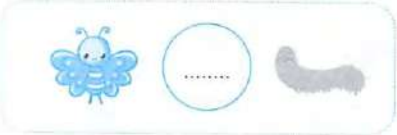
20

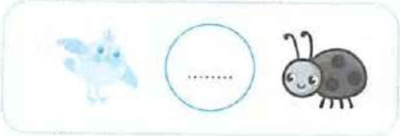
3 Look at the picture, count the numbers, then color in the bar graph and answer the question:

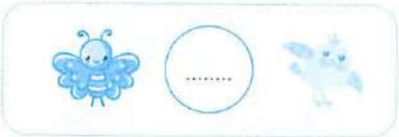




✧ Compare using (> , < or =):

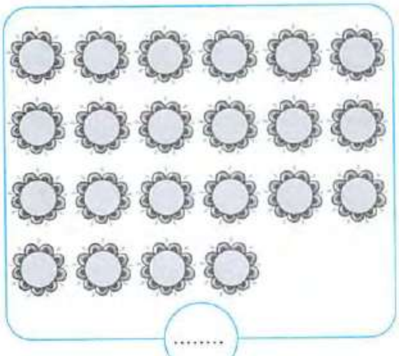


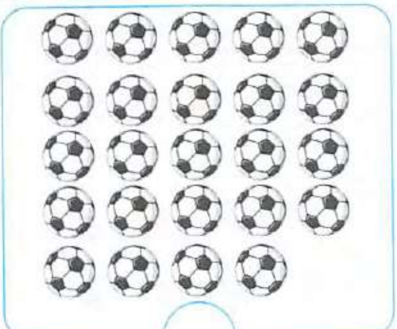


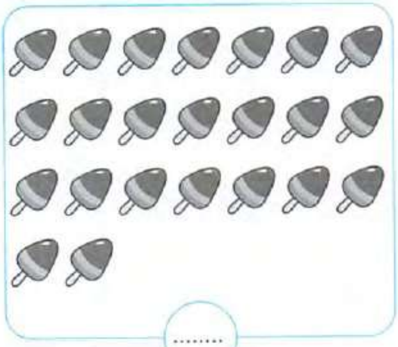


Chapter 5 Sheet 22 on Lessons (31 & 32)

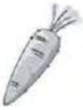
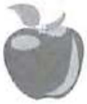
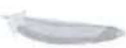
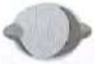
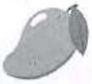
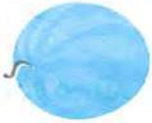
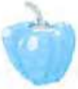
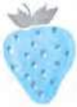
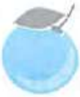
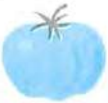
1 Count, then write the number:


....

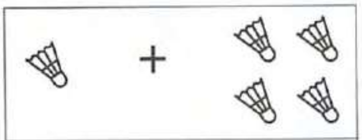

....

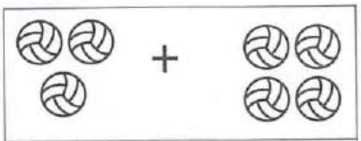

....

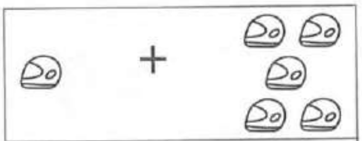
2 Circle the objects of the same color:

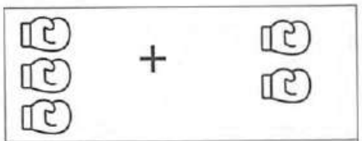











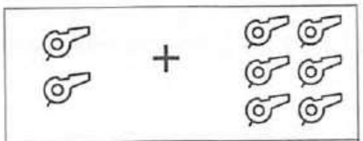
3 Add, then complete:

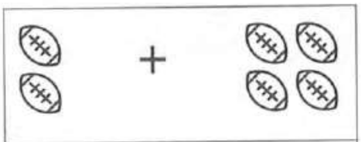

1 + 4 = ...

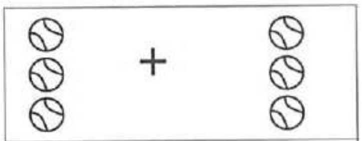

3 + 4 = ...

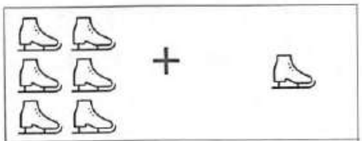

1 + 5 = ...

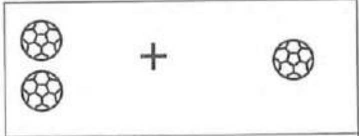

3 + 2 = ...

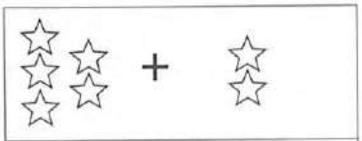

2 + 6 = ...

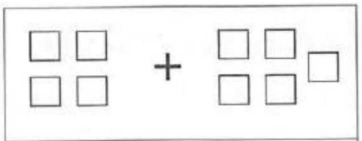

2 + 4 = ...

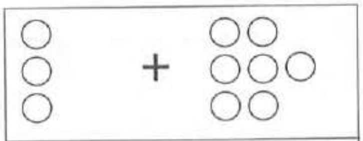

3 + 3 = ...


6 + 1 = ...


2 + 1 = ...

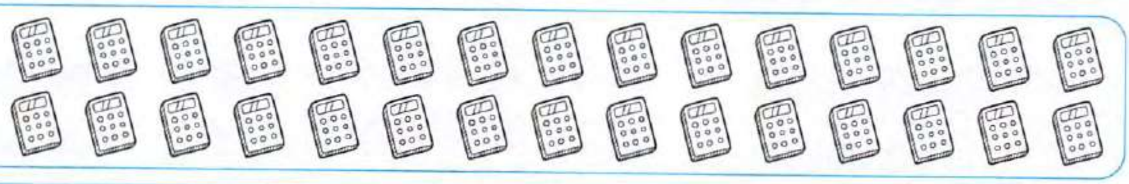

5 + 2 = ...

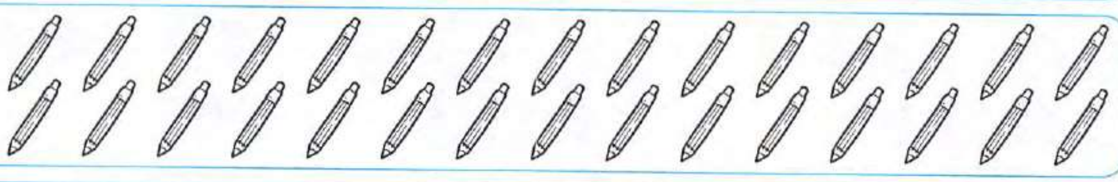

4 + 5 = ...

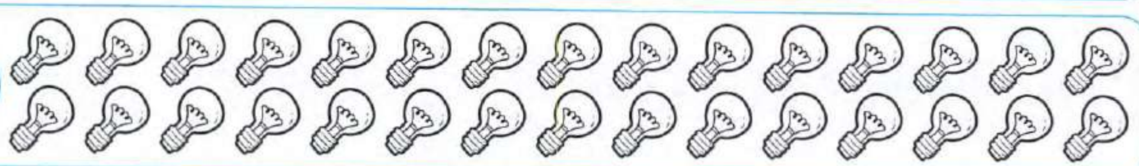

3 + 7 = ...

Sheet 23 on Lessons (33 & 34)

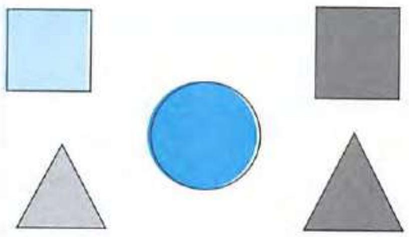
1 Color the objects in each group according to the given number:

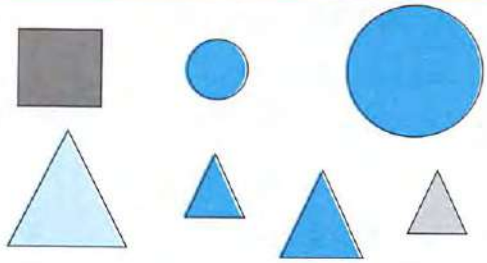
26


27


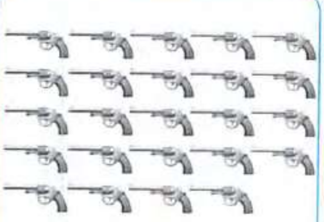
25


2 Circle the objects with the same color in each group:

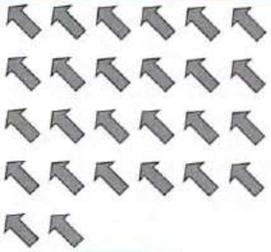




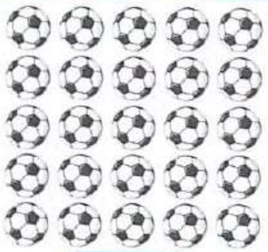
3 Count, then write the number of objects in each group:



……………



……………



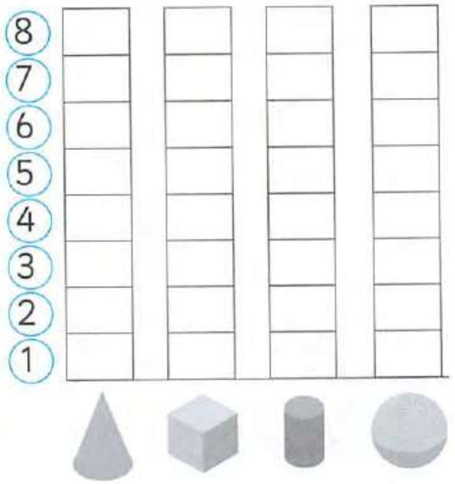
……………

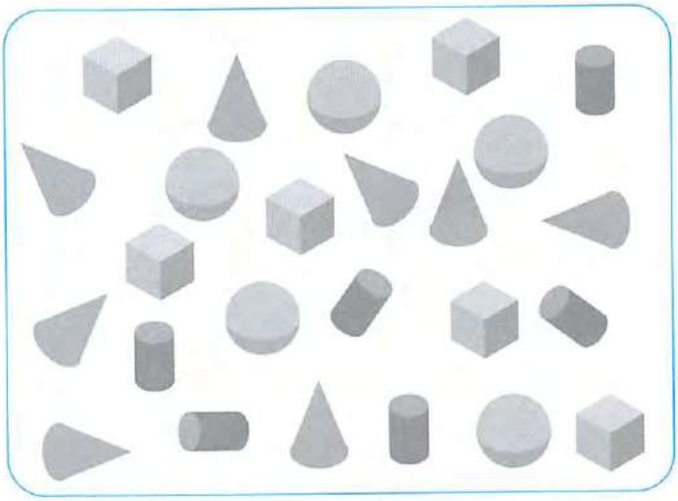
4 Write the number that just comes after each of the following:

21 → ……… 24 → ……… 20 → ……… 26 → ………

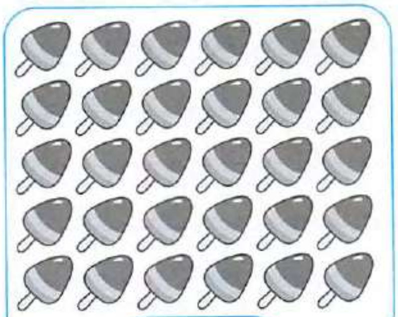
Sheet 24 on Lessons (35 & 36)

① Color in the graph to sort objects by shape:

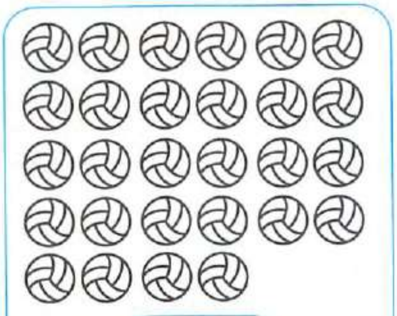




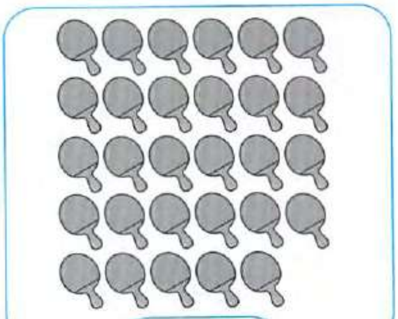
② Count and write the number:



....

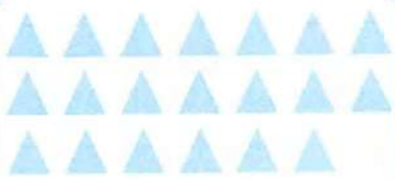


....

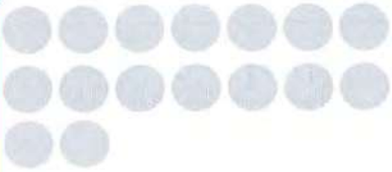


....

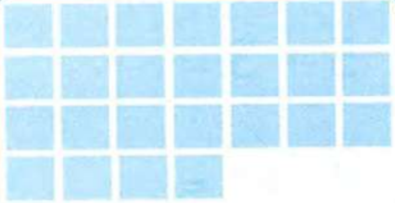
③ Draw to get the number:



28



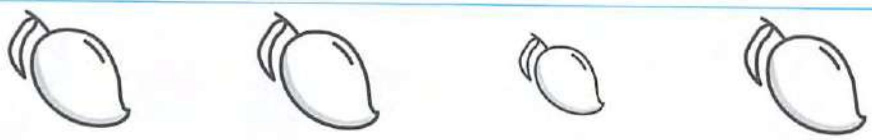
29



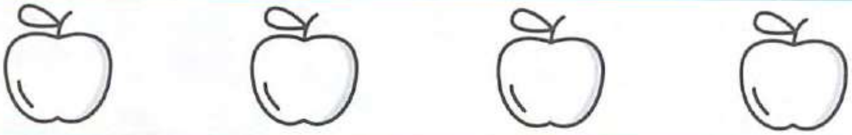
30

Sheet 25 on Lessons (37 & 38)

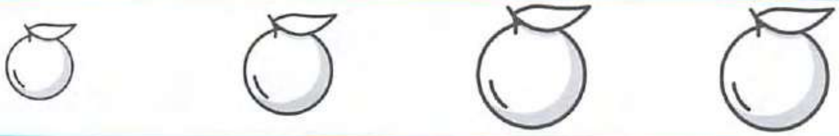
① Count the objects of the same size in each row:



....

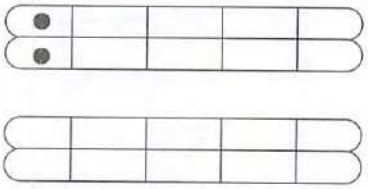


....

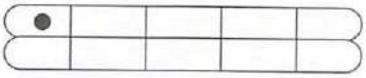


....

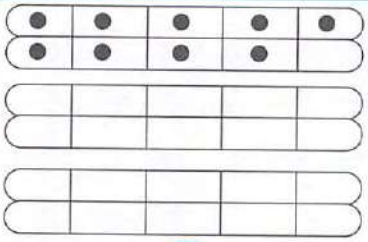
② Draw dots in the ten frames to reach the given number:



20



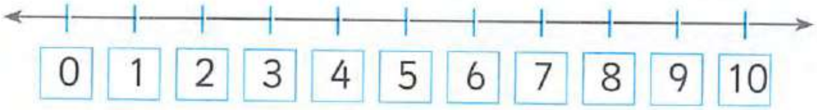
10



30

③ Use the number line to add:

4 + 2 = ...


0
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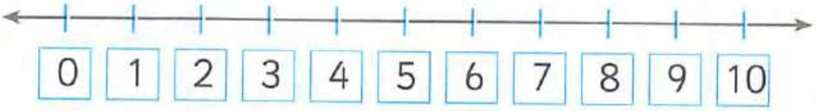
8
9
10

5 + 3 = ...


0
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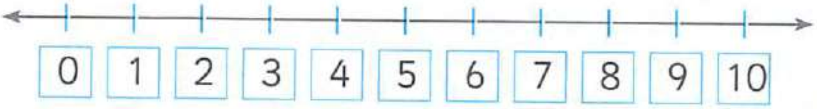
8
9
10

7 + 3 = ...


0
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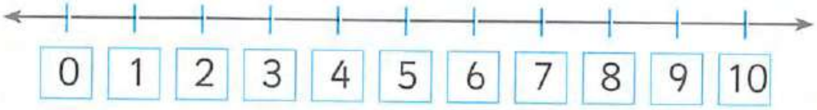
9
10

6 + 2 = ...


0
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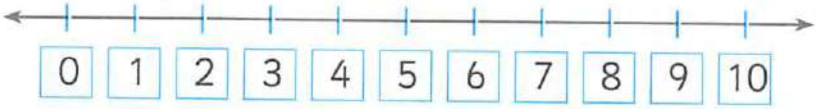
8
9
10

4 + 4 = ...


0
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Sheet 26 on Lessons (39 & 40)

① Read the addition problems, then complete:

- There are 5 boys and 5 girls in the class.

How many kids are there altogether?

.... + ... = ... kids

- Ali picked 9 yellow flowers and 1 red flower.

How many flowers did Ali pick in all?

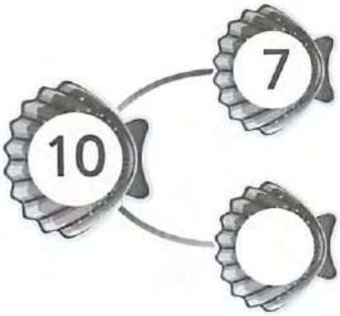
.... + ... = ... flowers

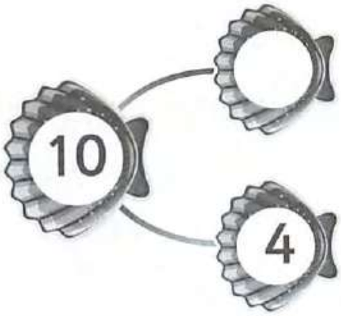
- Yassin has 5 coins, his brother Ammar gives him 6 more coins.

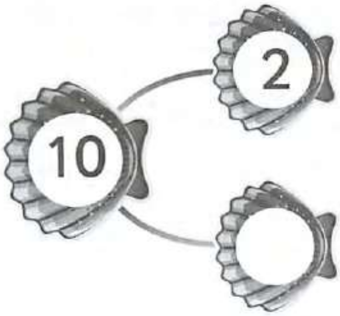
How many coins does Yassin have now?

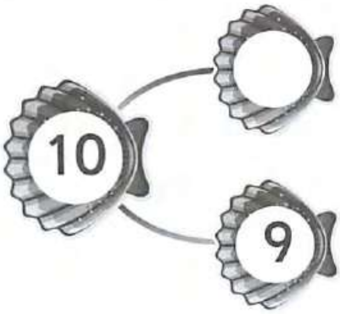
.... + ... = ... coins

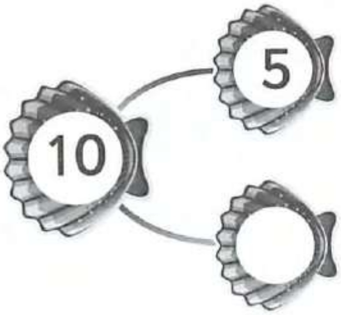
② Complete the components of 10:

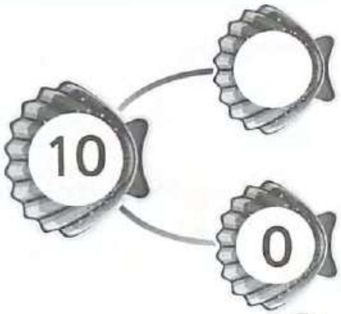






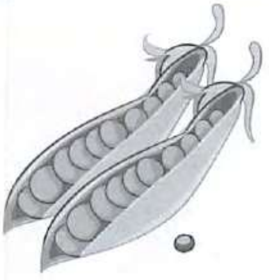




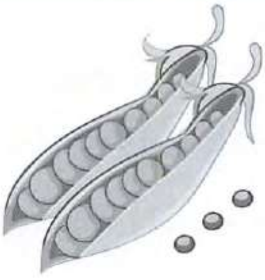


Sheet 27 on Chapter 5

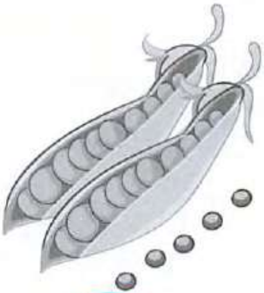
1 Count, then write the number:



....

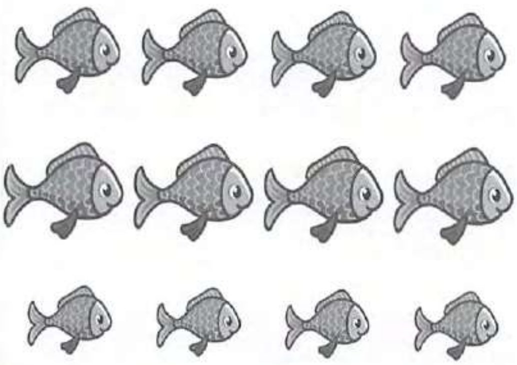


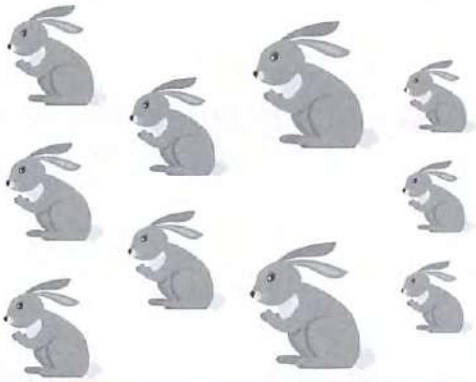
....



....

2 Circle the objects of the same size in each group:





3 Read, then solve:

- Mona has 4 balloons and her brother has 5 balloons.

Find the number of balloons with both of them.

.... + ... = ...

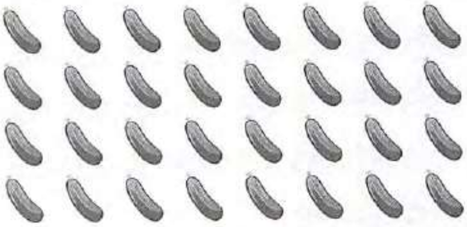
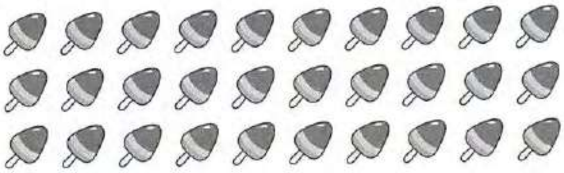
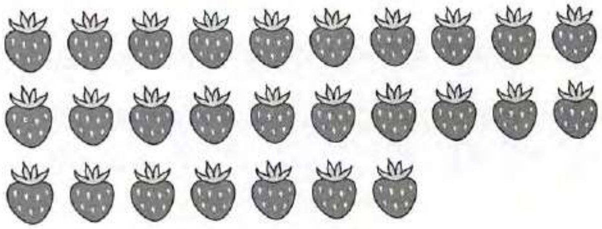
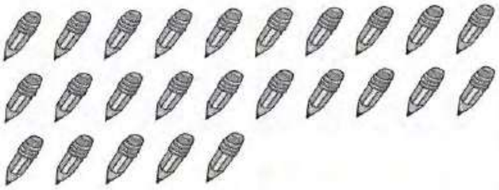
- Hesham caught 6 big fish. He also caught 4 small fish.

How many fish did Hesham catch?

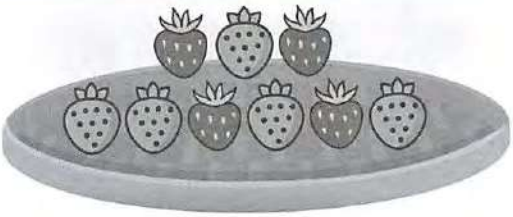
What Hesham caught = ... + ... = ... fish.

Chapter 6 Sheet 28 on Lesson (41)

1 Count and answer:

	
How many 🥒?	How many 🍦? ....
	
How many 🍓?	How many ✏️? ....

2 Complete to subtract:



The number of all strawberries = ...

The number of bad 🍓 = ...

The number of good 🍓 = ... – .... = ... 🍓

3 Subtract each of the following:

9 – 7 = ...

8 – 5 = ...

4 – 2 = ...

6 – 5 = ...

7 – 2 = ...

5 – 3 = ...

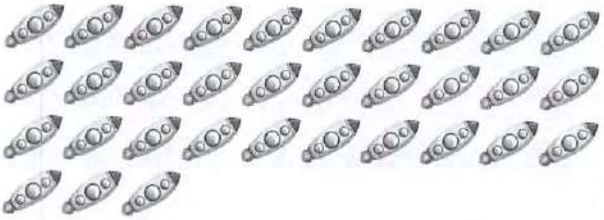
10 – 5 = ...

8 – 2 = ...

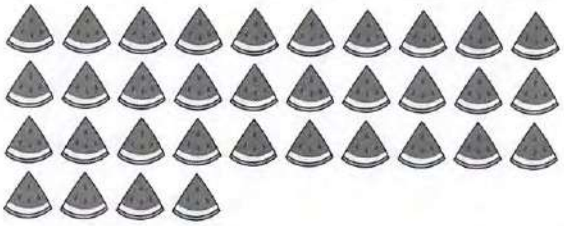
6 – 4 = ...

Sheet 29 on Lessons (42 & 43)

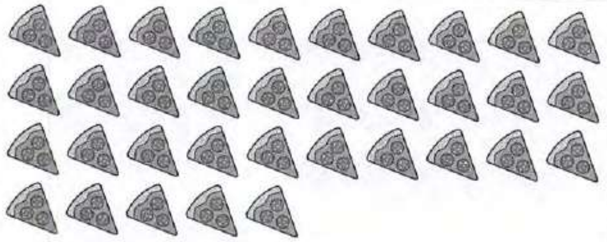
1 Count the numbers of objects in each group:



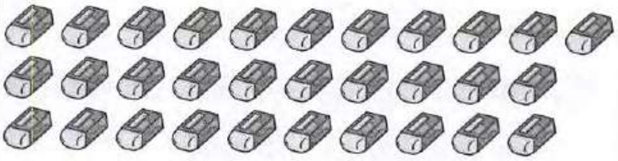
How many ? ……………………



How many ? ……………………

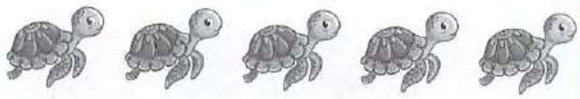


How many ? ……………………

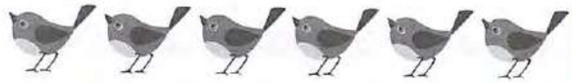


How many ? ……………………

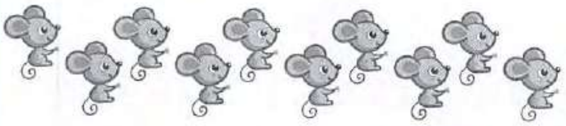
2 Cross out to subtract, then write the result:



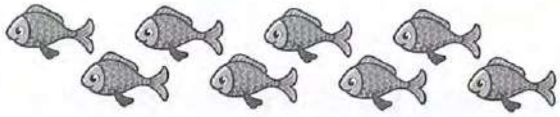
5 – 2 = ☐



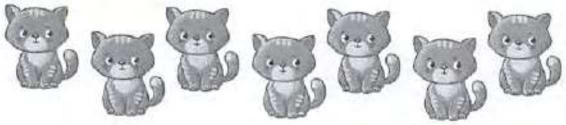
6 – 3 = ☐



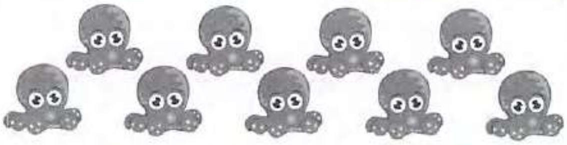
10 – 5 = ☐



8 – 6 = ☐



7 – 4 = ☐

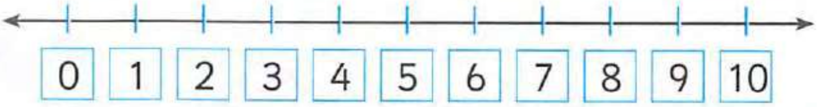


9 – 5 = ☐

Sheet 30 on Lessons (44 & 45)

1 Find the difference using the number line:

9 − 4 = ...


0
1
2
3
4
5
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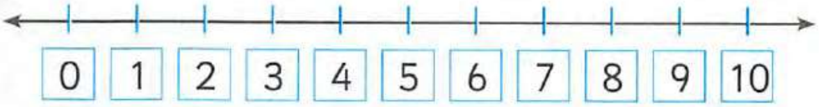
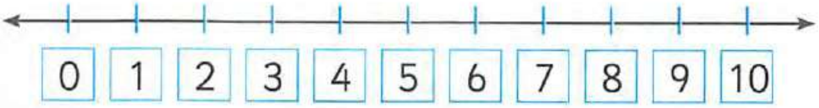
7
8
9
10

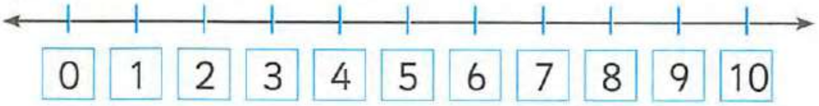
6 − 3 = ...


0
1
2
3
4
5
6
7
8
9
10

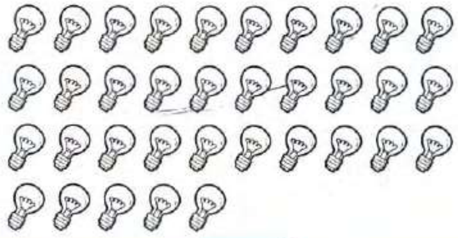
8 − 8 = ...


0
1
2
3
4
5
6
7
8
9
10

7 − 5 = ...

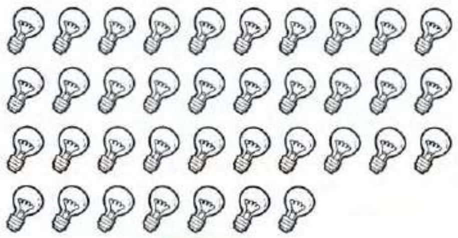

0
1
2
3
4
5
6
7
8
9
10

2 Count, then compare using (<, > or =):

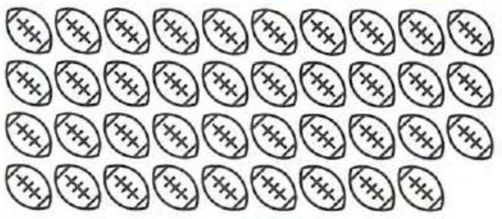


....

....

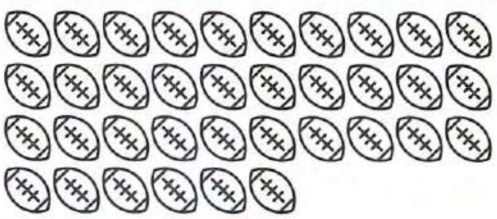


....



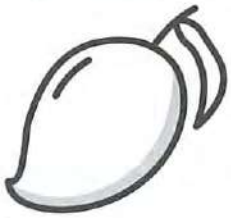
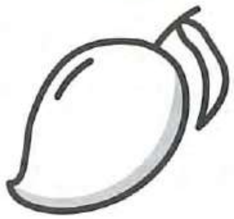
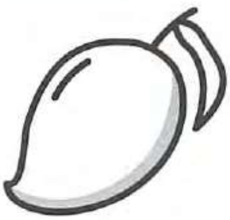
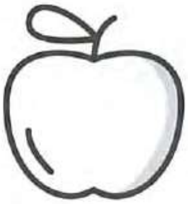
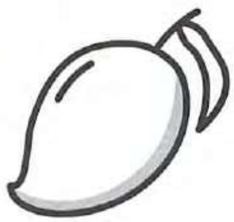
....

....



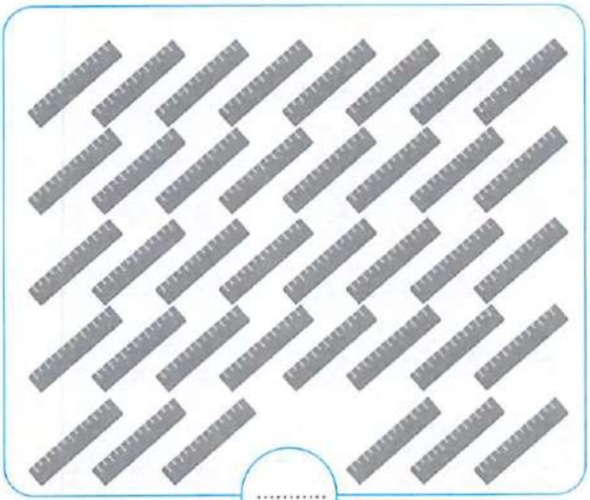
....

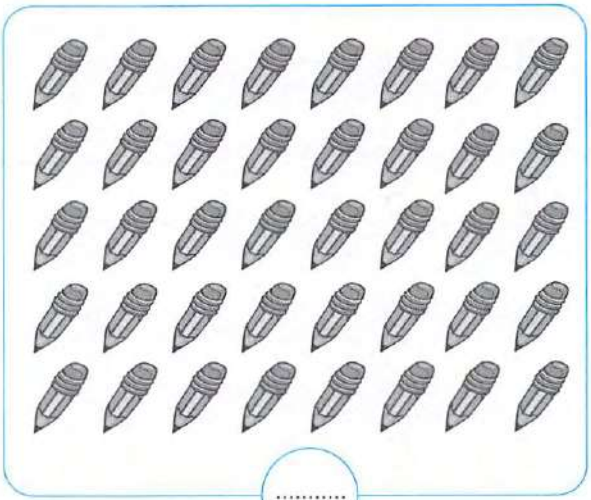
3 Color the different fruit:

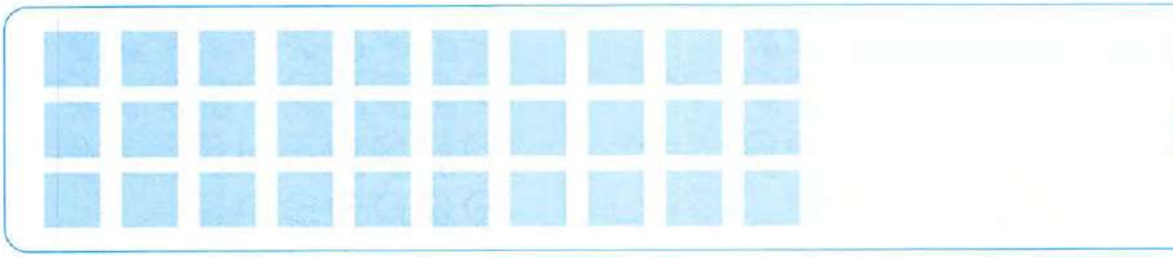
Sheet 31 on Lessons (46 & 47)

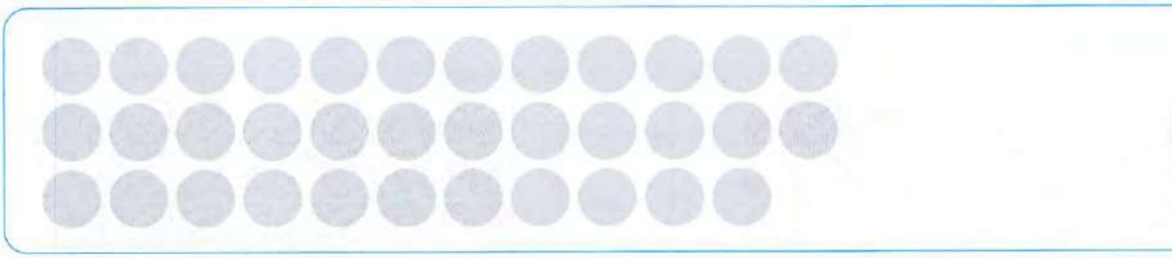
1 Count, then write the number:

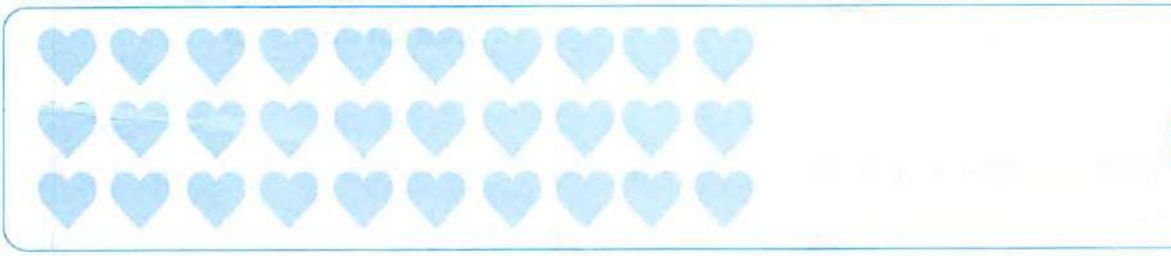

....


....

2 Draw to get the given number:


37


40


39

3 Complete the missing numbers:

32 , ... , ... , 35 , ... , ... , 38 , ... , ...

Sheet 32 on Lessons (48 - 50)

1 Read, then solve:

- There are 8 frogs on a log, 3 of them jumped to the ground. **How many frogs are left?**

.... – .... = ... frogs.

- Noha has 10 pieces of candies and Amal has 6 pieces of candies.
  Find the difference between the numbers of candies.

.... – .... = ... candies.

2 Complete each fact family:

② ④ ⑥

.... + ... = ...
.... + ... = ...
.... – .... = ...
.... – .... = ...

③ ④ ⑦

.... + ... = ...
.... + ... = ...
.... – .... = ...
.... – .... = ...

⑤ ④ ⑨

.... + ... = ...
.... + ... = ...
.... – .... = ...
.... – .... = ...

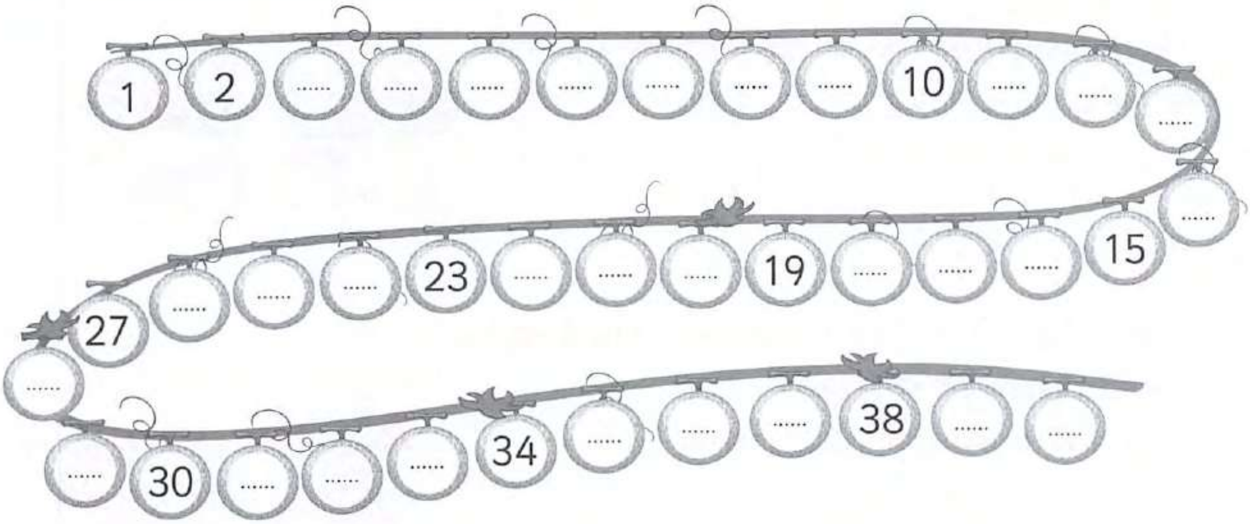
3 Find the result:

$$\begin{array}{r} 7 \\ +\ 2 \\ \hline \dots \end{array} \quad \begin{array}{r} 6 \\ +\ 3 \\ \hline \dots \end{array} \quad \begin{array}{r} 9 \\ +\ 2 \\ \hline \dots \end{array} \quad \begin{array}{r} 5 \\ -\ 3 \\ \hline \dots \end{array} \quad \begin{array}{r} 9 \\ -\ 7 \\ \hline \dots \end{array} \quad \begin{array}{r} 7 \\ -\ 4 \\ \hline \dots \end{array}$$

$$\begin{array}{r} 10 \\ -\ 2 \\ \hline \dots \end{array} \quad \begin{array}{r} 6 \\ -\ 4 \\ \hline \dots \end{array} \quad \begin{array}{r} 9 \\ -\ 2 \\ \hline \dots \end{array} \quad \begin{array}{r} 5 \\ +\ 4 \\ \hline \dots \end{array} \quad \begin{array}{r} 6 \\ +\ 4 \\ \hline \dots \end{array} \quad \begin{array}{r} 4 \\ +\ 4 \\ \hline \dots \end{array}$$

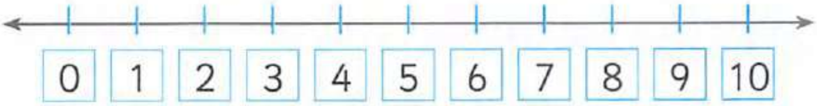
Sheet 33 on Chapter 6

1 Complete the missing numbers:

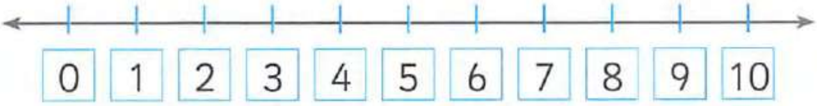

1
2
......
......
......
......
......
......
......
10
......
......
......
......
15
......
......
......
19
......
......
......
23
......
......
......
27
......
......
30
......
......
......
34
......
......
......
38
......
......

2 Use the number line to subtract:

10 − 3 = ...


0
1
2
3
4
5
6
7
8
9
10

9 − 6 = ...


0
1
2
3
4
5
6
7
8
9
10

3 Complete the fact family in each of the following:

4 + 3 = ...
3 + 4 = ...
7 − 3 = ...
7 − 4 = ...

2 + 6 = ...
6 + 2 = ...
8 − 2 = ...
8 − 6 = ...

5 + 4 = ...
4 + 5 = ...
9 − 4 = ...
9 − 5 = ...

4 Read, then solve:

- Mera has 10 balloons, her sister has 4 balloons.

What is the difference between what they have?

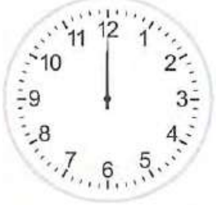
The difference = ... − .... = ... balloons.

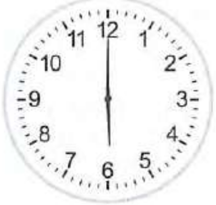
Chapter 7 Sheet 34 on Lessons (51 & 52)

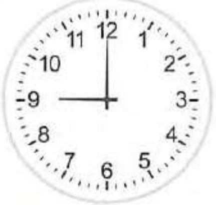
1 Complete the missing numbers:

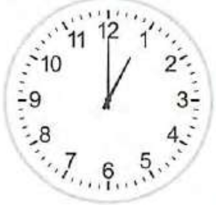
51		53		55			58		
61		63		65			68		
71		73		75			78		
81		83		85			88		
91		93		95			98		

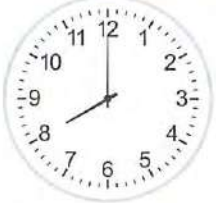
2 Tell the time:

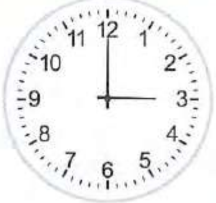

.... o'clock

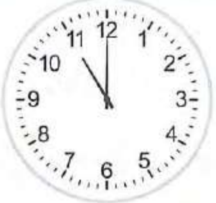

.... o'clock

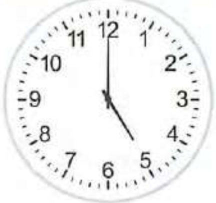

.... o'clock


.... o'clock


.... o'clock


.... o'clock


.... o'clock


.... o'clock

3 Use the hundred chart to add or subtract, then color the correct number:

7 + 2 = ...

7 8 9

10 – 4 = ...

7 5 6

8 – 3 = ...

4 3 5

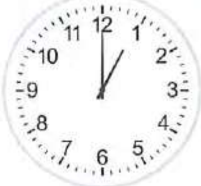
3 + 5 = ...

7 8 9

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

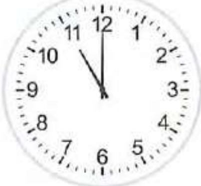
Sheet 35 on Lessons (53 & 54)

1 Tell the time and write the digital clock:



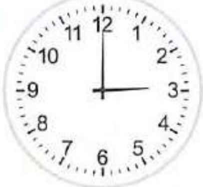
.... o'clock

.... : ....



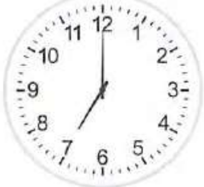
.... o'clock

.... : ....



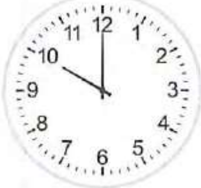
.... o'clock

.... : ....



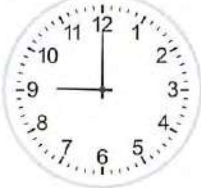
.... o'clock

.... : ....



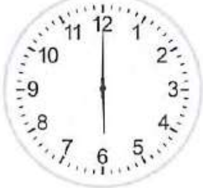
.... o'clock

.... : ....



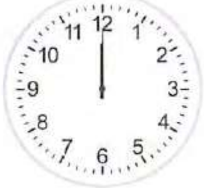
.... o'clock

.... : ....



.... o'clock

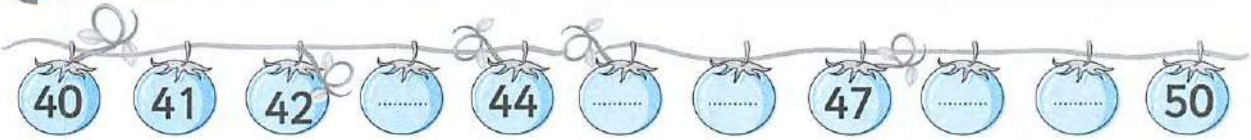
.... : ....



.... o'clock

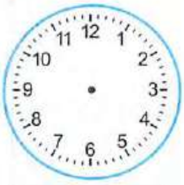
.... : ....

2 Complete the missing numbers:

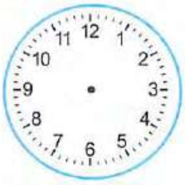


40 41 42 .... 44 .... 47 50

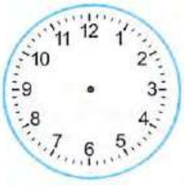
3 Read the time and draw the two hands of the clock:



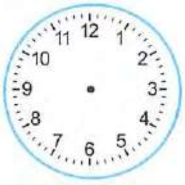
2 : 00



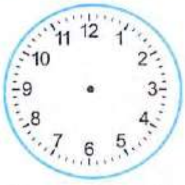
9 : 00



4 : 00

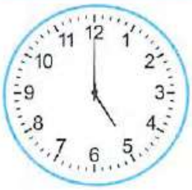


11 : 00

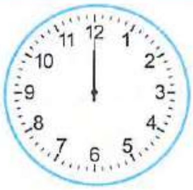


8 : 00

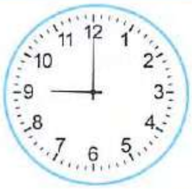
4 Fill in the digital clock:



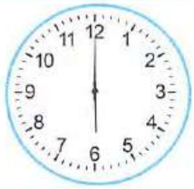
.... : ....



.... : ....



.... : ....



.... : ....

Sheet 36 on Lessons (55 & 56)

1 Find the result:

$\begin{array}{r} 9 \\ +\quad 1 \\ \hline \end{array}$ ……

$\begin{array}{r} 4 \\ +\quad 2 \\ \hline \end{array}$ ……

$\begin{array}{r} 10 \\ -\quad 4 \\ \hline \end{array}$ ……

$\begin{array}{r} 10 \\ -\quad 9 \\ \hline \end{array}$ ……

$\begin{array}{r} 0 \\ +\quad 6 \\ \hline \end{array}$ ……

$\begin{array}{r} 5 \\ +\quad 4 \\ \hline \end{array}$ ……

$\begin{array}{r} 7 \\ -\quad 3 \\ \hline \end{array}$ ……

$\begin{array}{r} 3 \\ +\quad 5 \\ \hline \end{array}$ ……

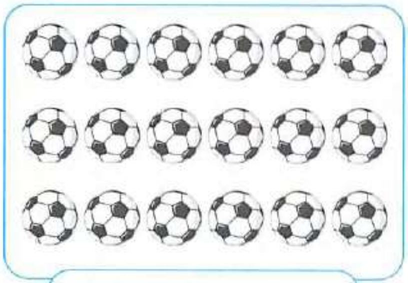
$\begin{array}{r} 6 \\ +\quad 3 \\ \hline \end{array}$ ……

$\begin{array}{r} 8 \\ -\quad 6 \\ \hline \end{array}$ ……

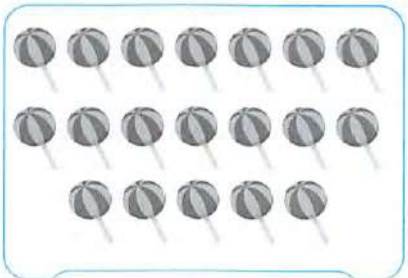
$\begin{array}{r} 9 \\ -\quad 3 \\ \hline \end{array}$ ……

$\begin{array}{r} 8 \\ -\quad 4 \\ \hline \end{array}$ ……

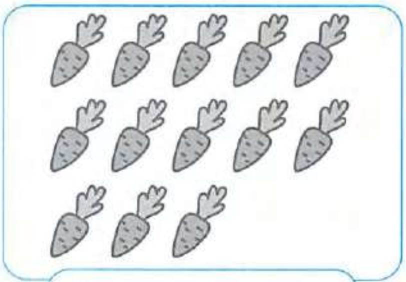
2 Cross out to subtract:



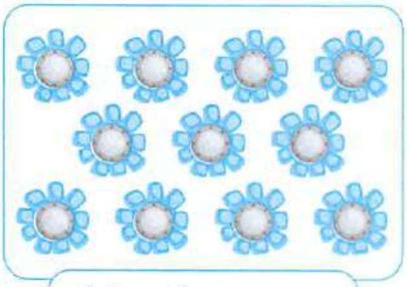
18 – 5 = ……



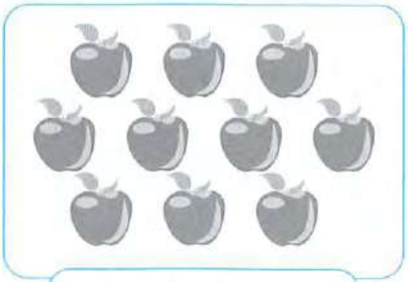
19 – 7 = ……



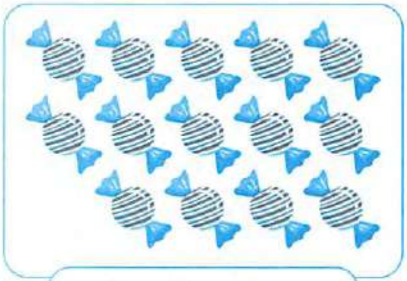
13 – 3 = ……



11 – 6 = ……

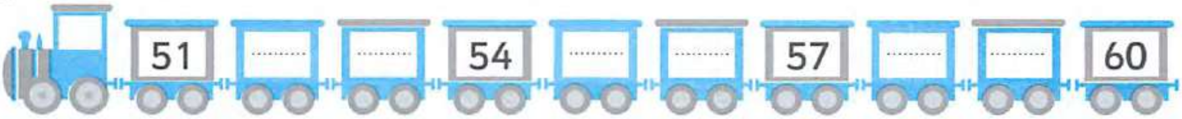


10 – 3 = ……

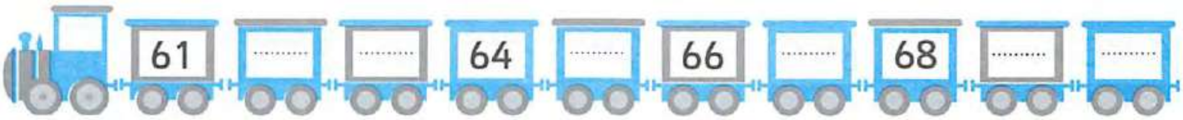


14 – 8 = ……

3 Complete the missing numbers:



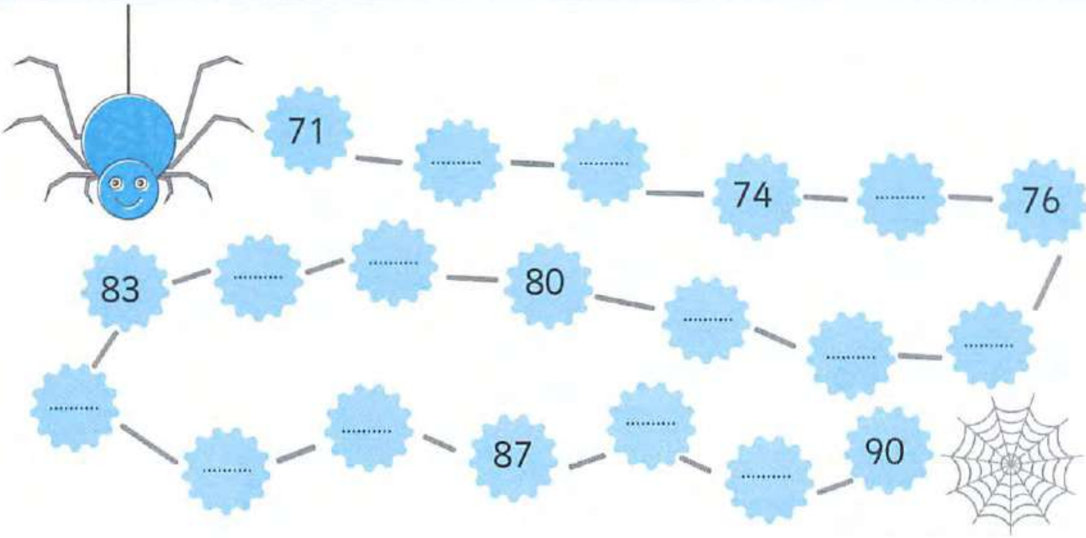
51 | …… | …… | 54 | …… | …… | 57 | …… | …… | 60



61 | …… | …… | 64 | …… | 66 | …… | 68 | …… | ……

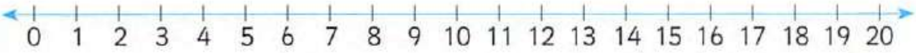
Sheet 37 on Lessons (57 & 58)

1 Complete the missing numbers:

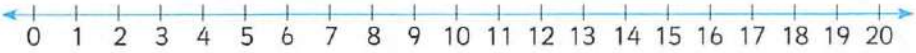

71
....
....
74
....
76
....
....
....
80
....
....
83
....
....
....
87
....
....
90

2 Find the result using the number line:

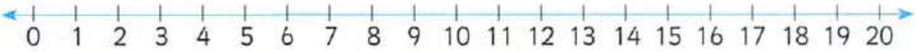
13 + 3 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

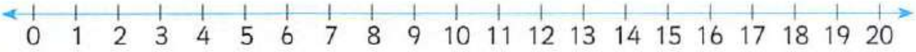
10 + 5 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

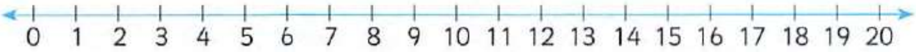
9 + 4 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

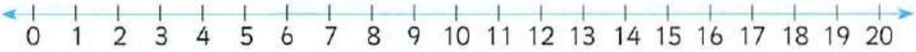
16 – 5 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

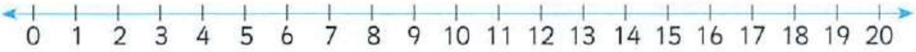
19 – 10 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

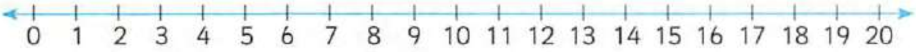
12 – 4 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

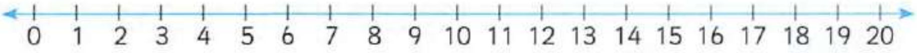
11 + 6 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

18 – 6 = ...

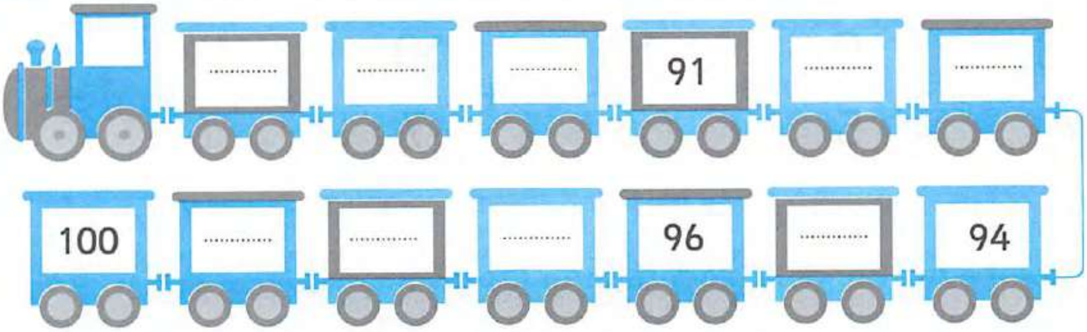

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

14 + 5 = ...

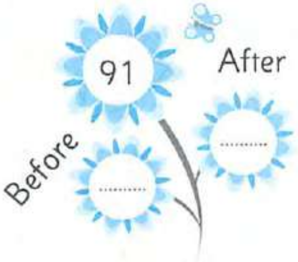

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

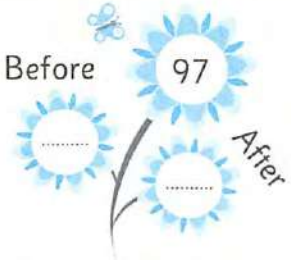
Sheet 38 on Lessons (59 & 60)

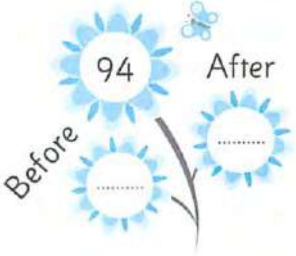
1 Complete the missing numbers:

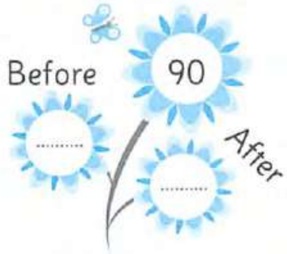


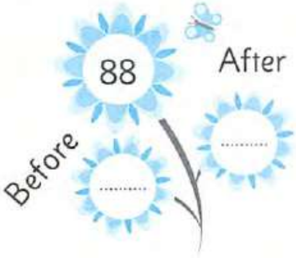
2 Write the number just before and just after:

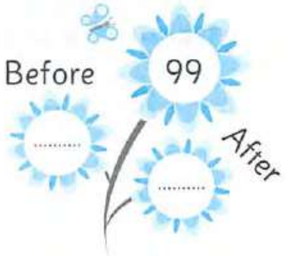

91
After
Before
....
....

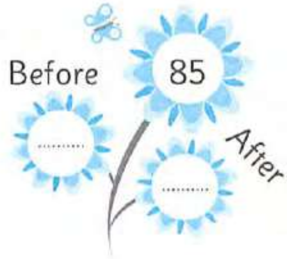

Before
97
....
After
....

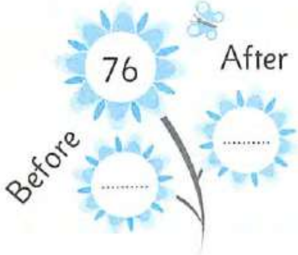

94
After
Before
....
....

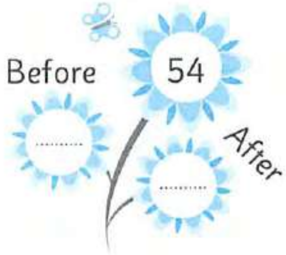

Before
90
....
After
....


88
After
Before
....
....


Before
99
....
After
....


Before
85
....
After
....


76
After
Before
....
....


Before
54
....
After
....

3 Arrange the following numbers from the least to the greatest, then write the formed word according to the order:

99	93	97	91	95
e	o	s	h	r

The order is: .... , ... , ... , ... , ...

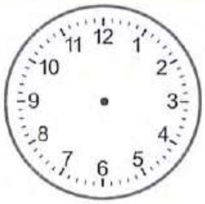
The formed word is ....

Sheet 39 on Chapter 7

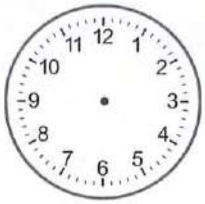
① Find the result of each of the following:

13	9	12	10	14	8
− 8	+ 5	− 6	+ 7	− 6	+ 8
....	....	....	....	....	....

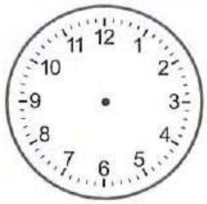
② Draw the two hands of clock to show the given time:


12
1
2
3
4
5
6
7
8
9
10
11

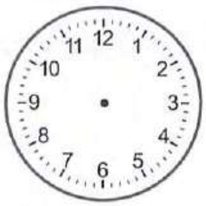
8 : 00


12
1
2
3
4
5
6
7
8
9
10
11

2 : 00


12
1
2
3
4
5
6
7
8
9
10
11

11 : 00


12
1
2
3
4
5
6
7
8
9
10
11

4 : 00

③ Complete, then color the result of addition in red and the result of subtraction in blue using the 100 chart:

12 + 8 = ...

10 + 9 = ...

13 − 5 = ...

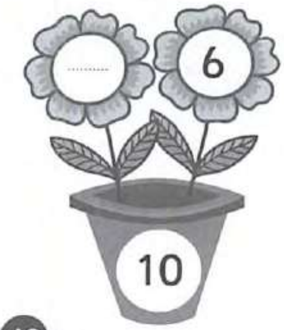
20 − 6 = ...

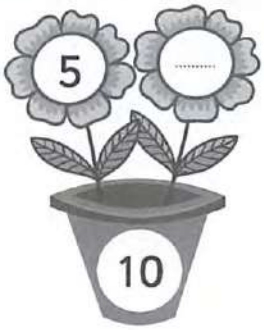
8 − 3 = ...

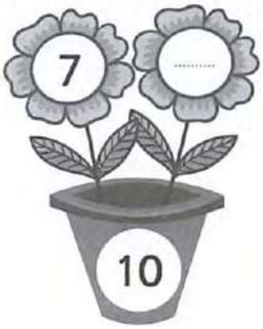
7 + 4 = ...

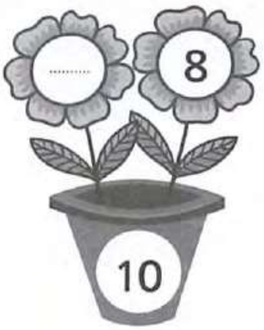
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

④ Complete to make 10:









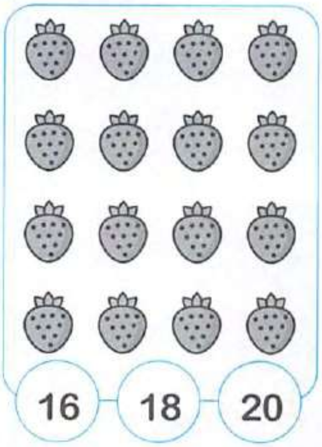
Part 2

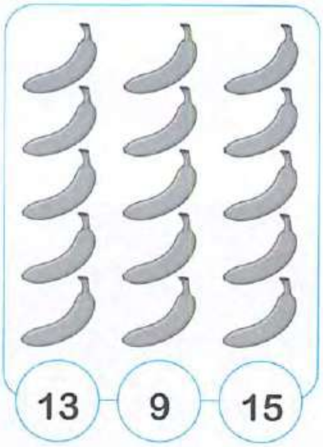
Final Assessment

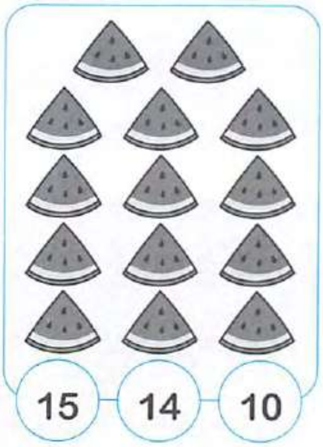
- 10 Worksheets

Worksheet 1

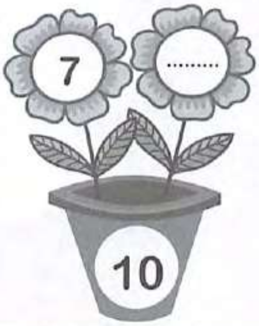
1 Count and color the circle which shows the correct number:

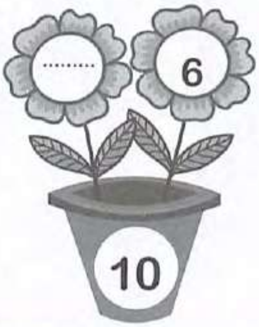


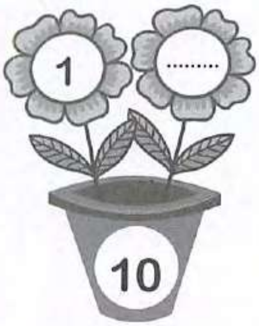


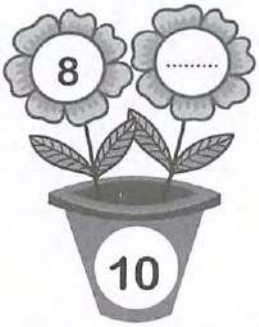


2 Write the missing number to make 10:

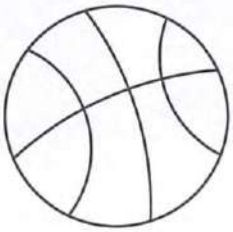


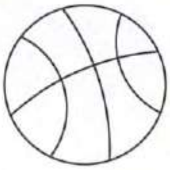


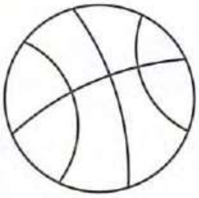


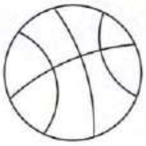


3 Color the biggest ball:









4 Write the number which is 1 less and 1 more:

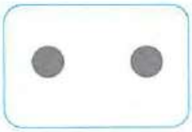
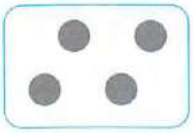
less		more
	9	

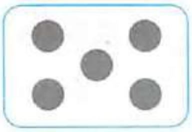
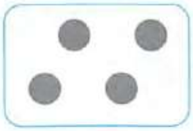
less		more
	25	

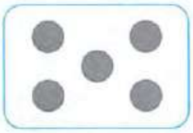
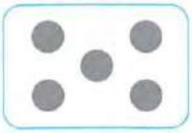
less		more
	66	

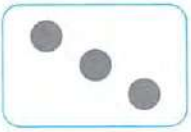
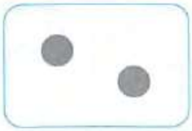
less		more
	38	

5 Count dots, add then write the sum in the box:

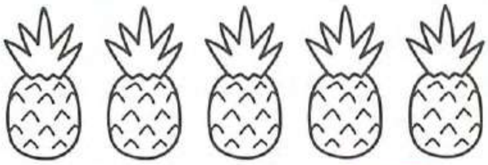
 +  = ☐

 +  = ☐

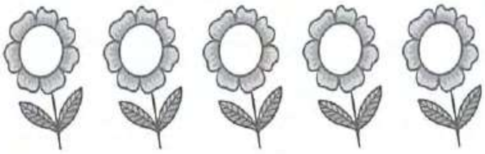
 +  = ☐

 +  = ☐

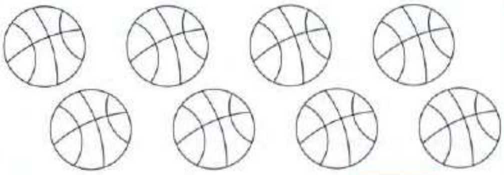
6 Cross out, subtract, then write the result:



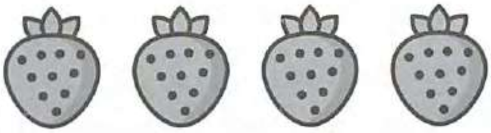
5 – 4 = ☐



5 – 2 = ☐

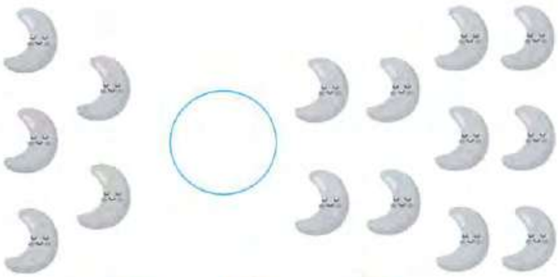


8 – 6 = ☐

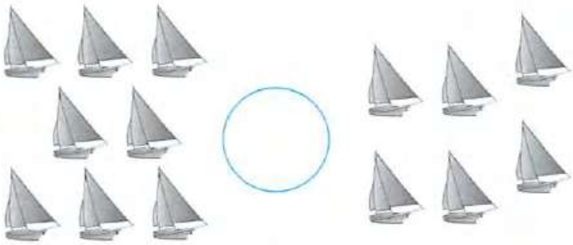


4 – 3 = ☐

7 Count, then color the correct sign (<, > or =):



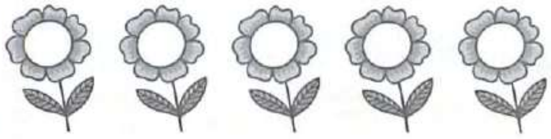
○ < ○ = ○ >

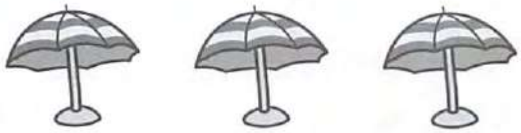


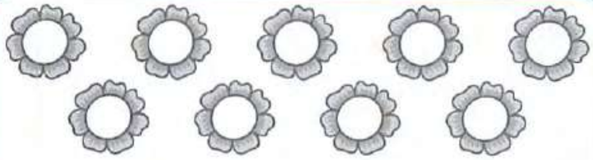
○ < ○ = ○ >

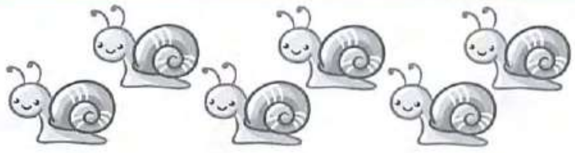
Worksheet 2

1 Count and circle the correct number:

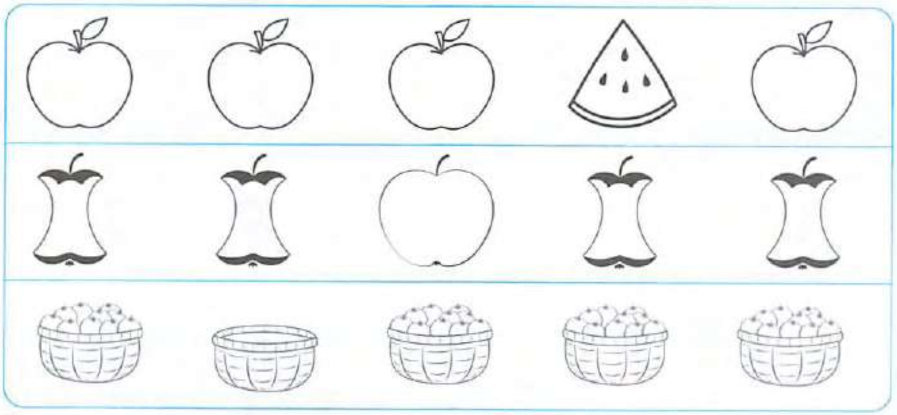

4 3 5 8


1 4 3 2


9 2 1 3


5 6 7 8

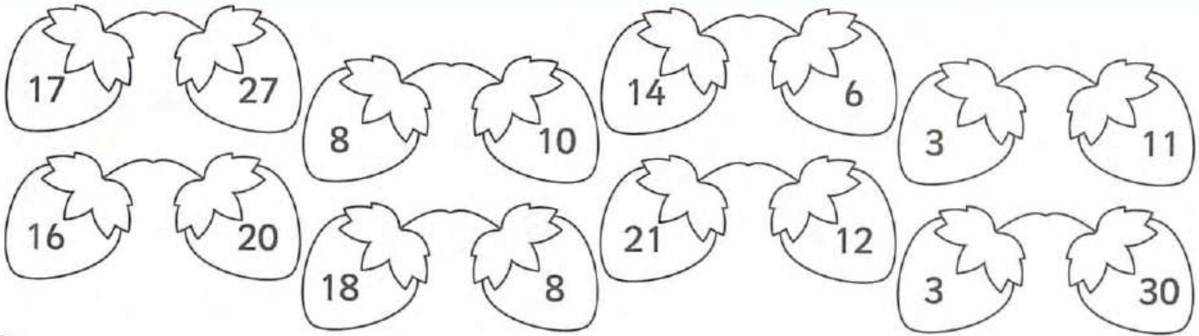
2 Color the different object in each row:



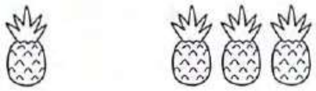
3 Complete the missing numbers on the number line:

0 | 1 | .... | .... | .... | .... | 6 | 7 | .... | .... | .... | 11 | 12 | .... | .... | 15

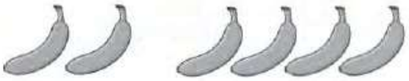
4 Color the smaller number in blue and the greater number in yellow in each of the following:


17 27
8 10
14 6
3 11
16 20
18 8
21 12
3 30

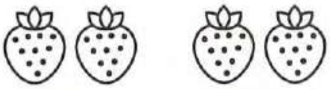
5 Add and color the box which shows the correct sum:



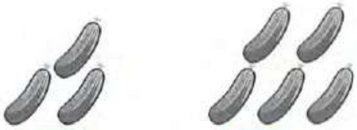
5
1 + 3 = 4
3



6
2 + 4 = 5
2

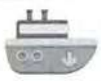
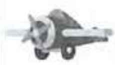
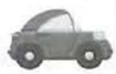
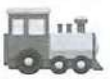


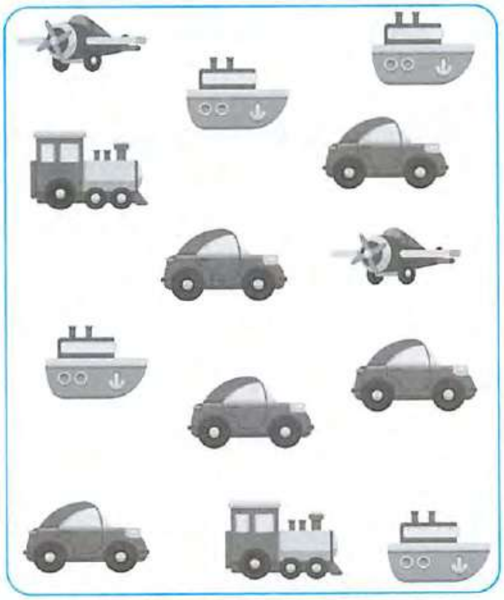
4
2 + 2 = 6
9



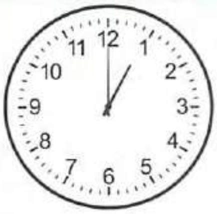
8
3 + 5 = 7
2

6 Color in the graph to show the number of each object:

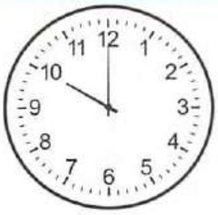
			



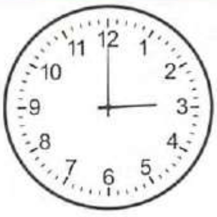
7 Write the time:


12
1
2
3
4
5
6
7
8
9
10
11

.... : ....


12
1
2
3
4
5
6
7
8
9
10
11

.... : ....


12
1
2
3
4
5
6
7
8
9
10
11

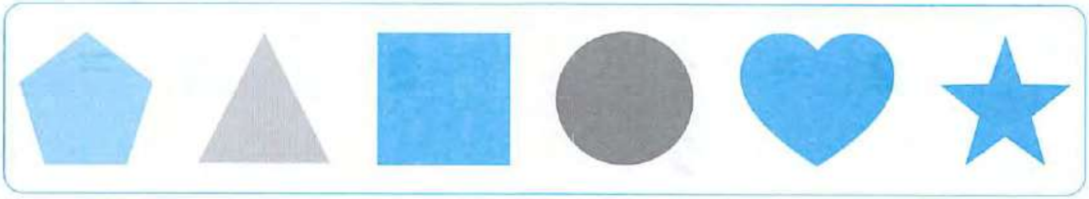
.... : ....

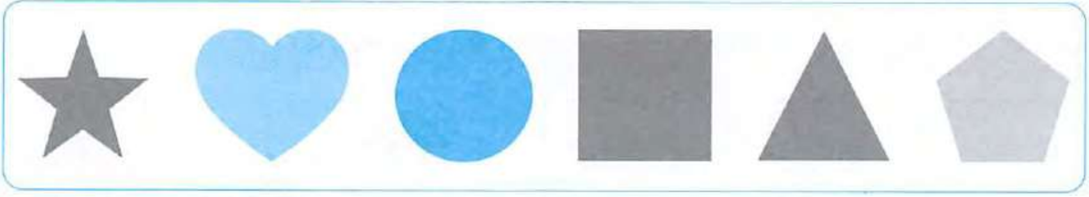
Worksheet 3

1 Complete the missing numbers:

1			4		6		8	9	
11		13		15		17			20

2 Underline the shapes with the same color in each row:





3 Solve the addition problems:

- Sara has 3 cats, Mona has 2 cats.

How many cats in all? .... cats.

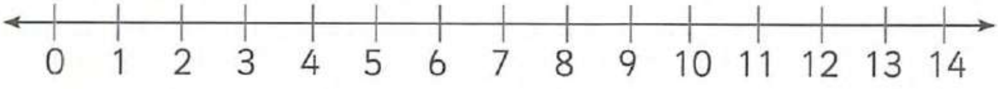
- We see 2 bugs, we see 4 more.

How many bugs in all? .... bugs.

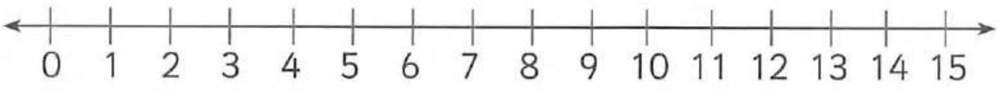
- Hesham has 5 pens, Dina has 3 pens.

How many pens they have together? .... pens.

4 Use the number line to get the result:

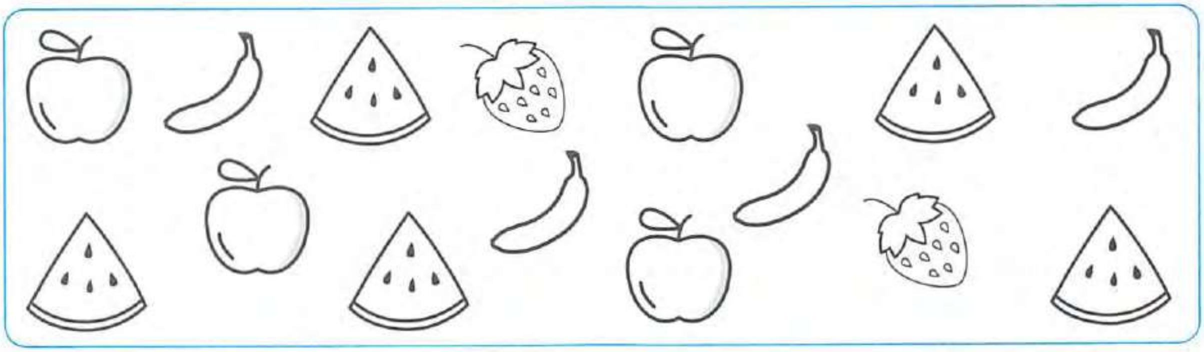

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

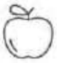
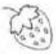
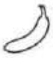
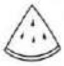
5 + 6 = ...


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

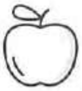
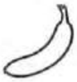
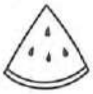
15 − 7 = ...

5 Color in the bar graph to represent the number of each type of fruit, then answer questions:

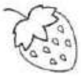
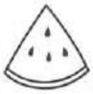
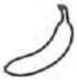


5				
4				
3				
2				
1				
				

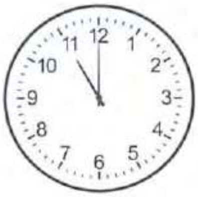
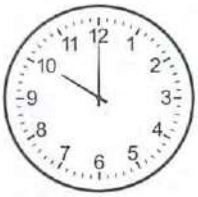
- Which fruit is the most?

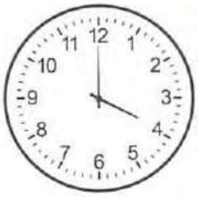
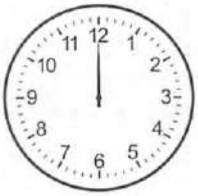
- Which fruit is the least?

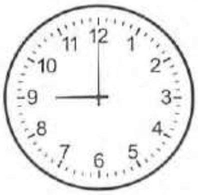
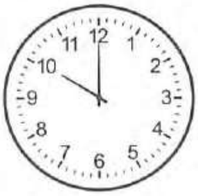
6 Color the clock which shows the given time:

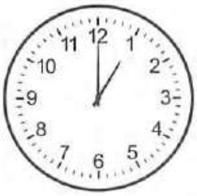
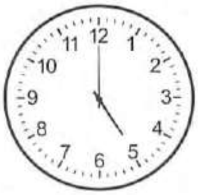
11 : 00

12 : 00

10 : 00

5 : 00

7 Compare using (> , < or =):

6 ○ 14

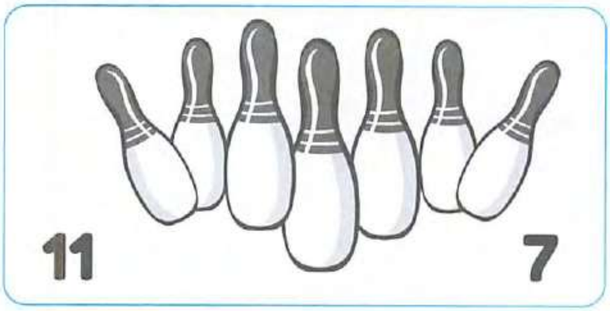
8 ○ 2

6 ○ 9

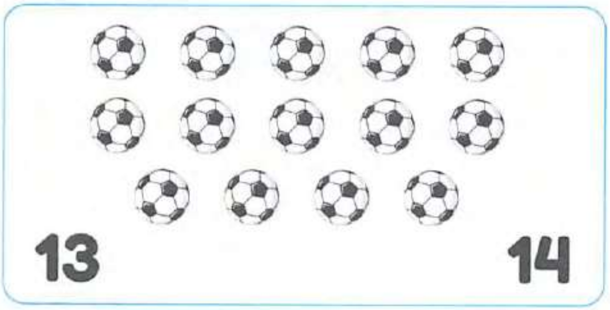
10 ○ 9

Worksheet 4

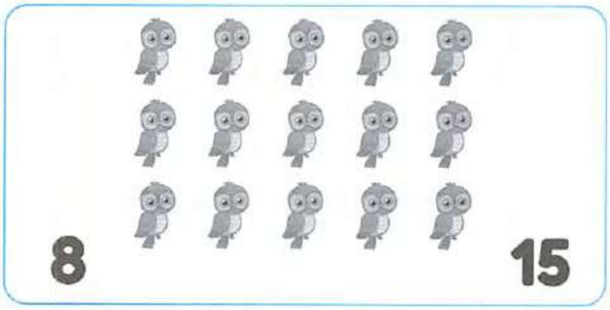
1 Count and circle the correct number:



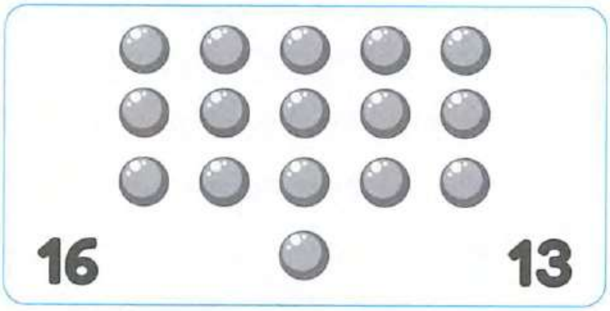
11 7



13 14

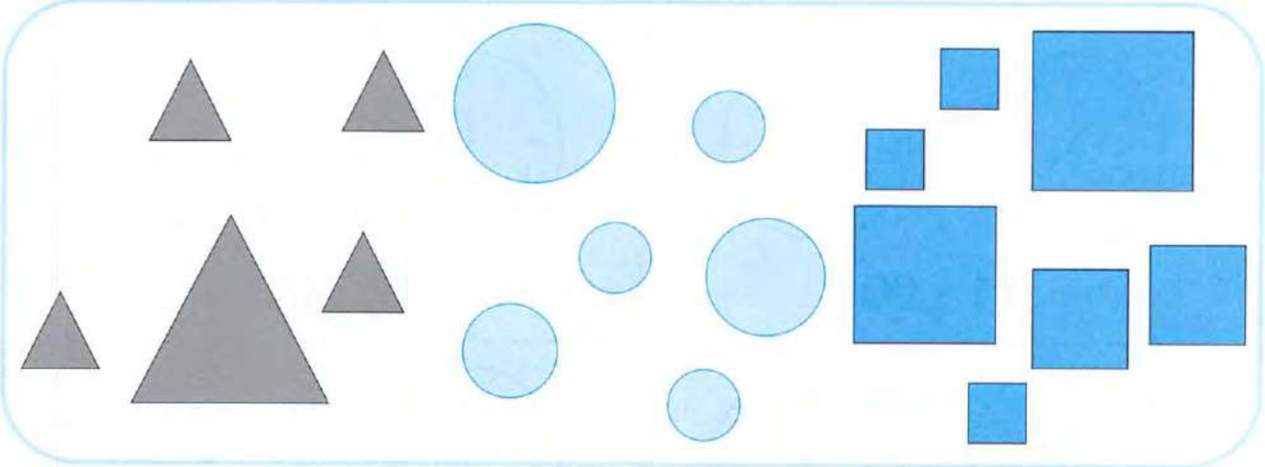


8 15



16 13

2 Circle objects of the same shape, then complete:



• The number of ■ .... , ▲ .... , ● ....

3 Complete the missing numbers:

27 .... 30 .... 33 34 .... 37 40

4 Add:

$\begin{array}{r} 8 \\ +\ 4 \\ \hline \end{array}$ ……

$\begin{array}{r} 7 \\ +\ 7 \\ \hline \end{array}$ ……

$\begin{array}{r} 3 \\ +\ 9 \\ \hline \end{array}$ ……

$\begin{array}{r} 9 \\ +\ 5 \\ \hline \end{array}$ ……

$\begin{array}{r} 14 \\ +\ 6 \\ \hline \end{array}$ ……

$\begin{array}{r} 12 \\ +\ 6 \\ \hline \end{array}$ ……

5 Subtract:

$\begin{array}{r} 19 \\ -\ 9 \\ \hline \end{array}$ ……

$\begin{array}{r} 17 \\ -\ 3 \\ \hline \end{array}$ ……

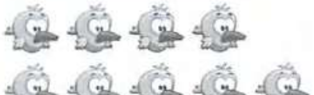
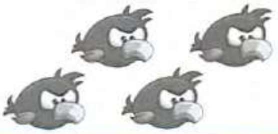
$\begin{array}{r} 15 \\ -\ 8 \\ \hline \end{array}$ ……

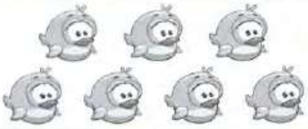
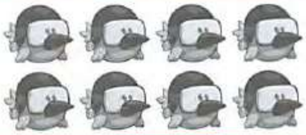
$\begin{array}{r} 12 \\ -\ 4 \\ \hline \end{array}$ ……

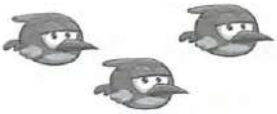
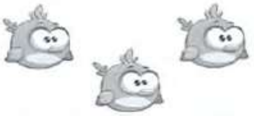
$\begin{array}{r} 20 \\ -\ 11 \\ \hline \end{array}$ ……

$\begin{array}{r} 18 \\ -\ 6 \\ \hline \end{array}$ ……

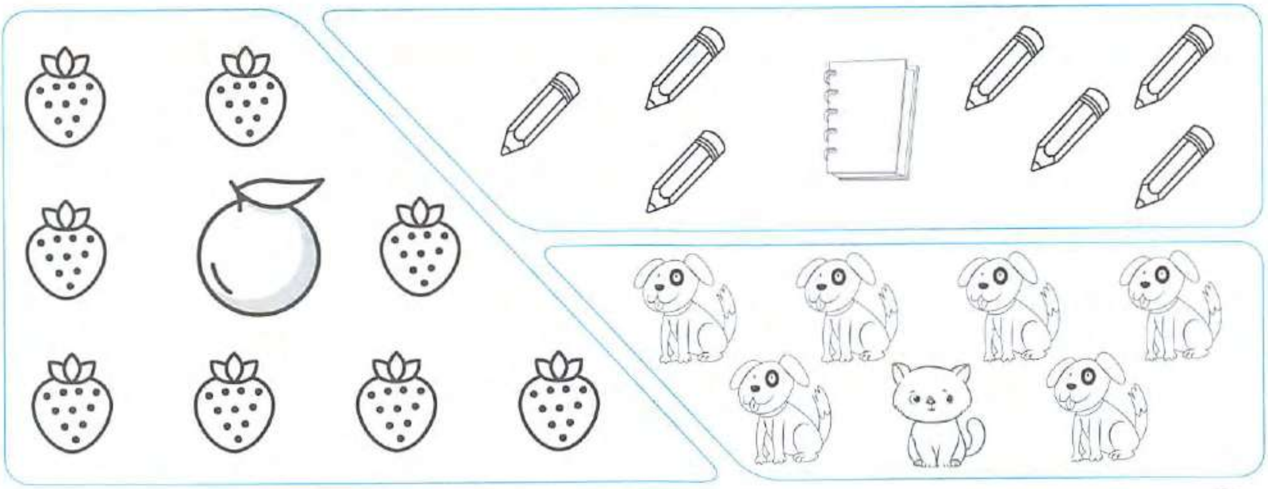
6 Count, then compare using terms (greater than, less than or equal to):

 …… 

 …… 

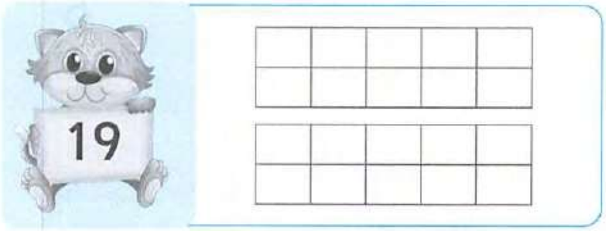
 …… 

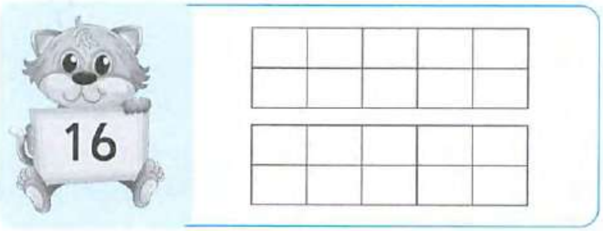
7 Color the different shape in each group:

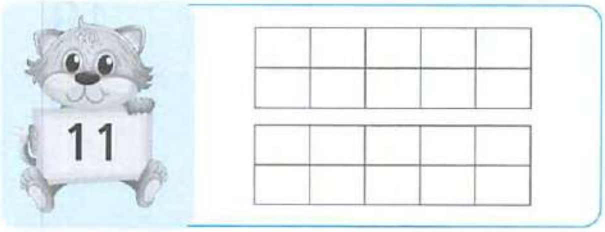


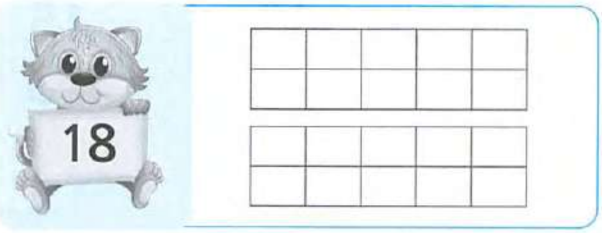
Worksheet 5

1 Draw (•) in the ten frames to represent the given number:



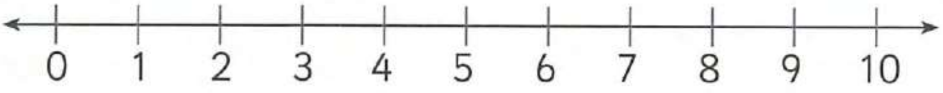




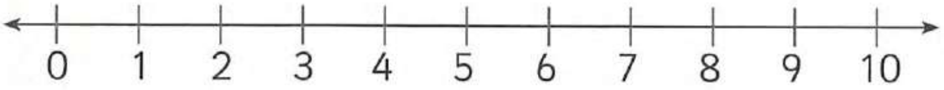


2 Use the number line to add:

6 + 4 = ...

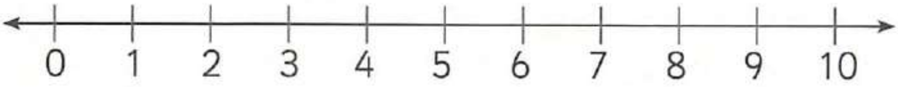

0 1 2 3 4 5 6 7 8 9 10

2 + 5 = ...

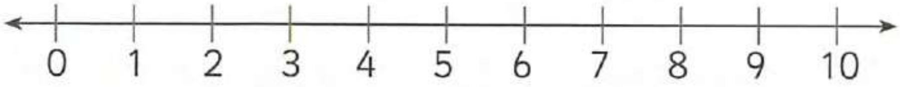

0 1 2 3 4 5 6 7 8 9 10

3 Use the number line to subtract:

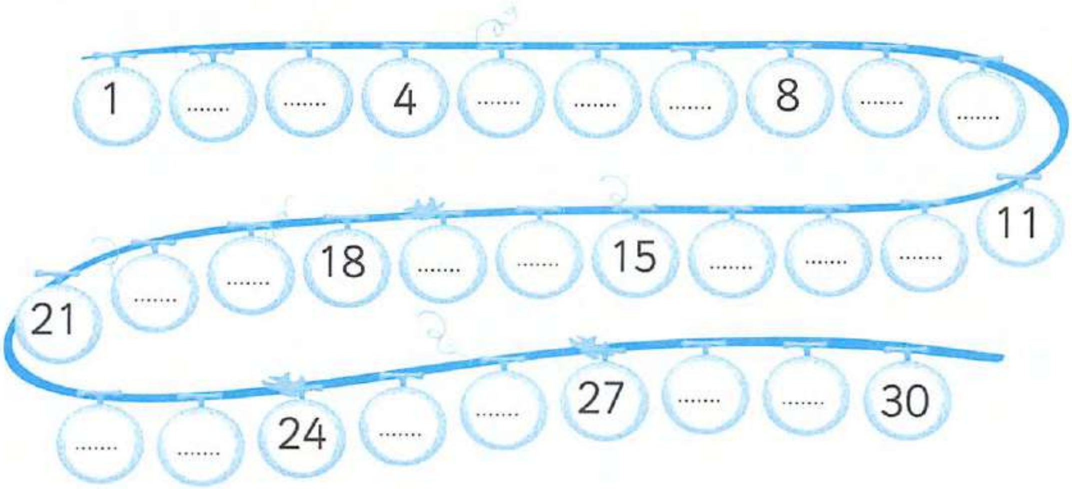
9 − 5 = ☐


0 1 2 3 4 5 6 7 8 9 10

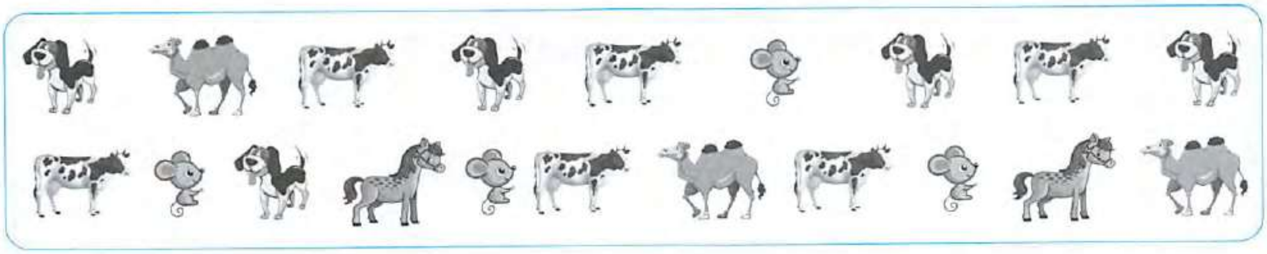
10 − 3 = ☐

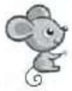

0 1 2 3 4 5 6 7 8 9 10

4 Complete the missing numbers:


1 .... 4 .... 8 ....
11 .... 15 .... 18 21
.... 24 .... 27 30

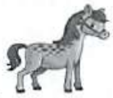
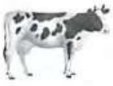
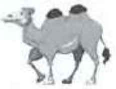
5 Make a bar graph to show how many of each type of animals there are, then answer the questions:



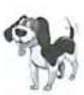
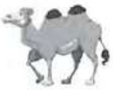
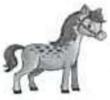
1. How many  are there?

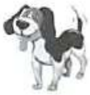
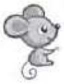
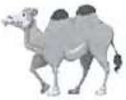
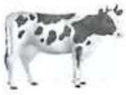
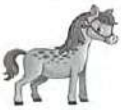
……………………

2. Which animal is the most?

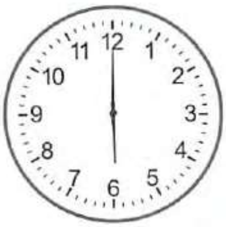
( ,  , )

3. Which animal is the least?

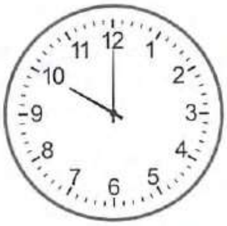
( ,  , )

6					
5					
4					
3					
2					
1					
					

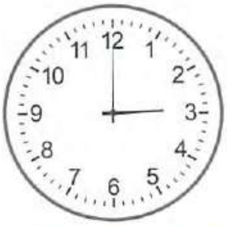
6 Color the time which shows the given clock:



6:00 12:00 8:00

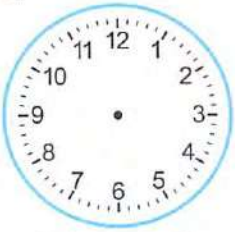


12:00 2:00 10:00

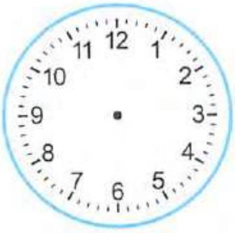


12:00 3:00 5:00

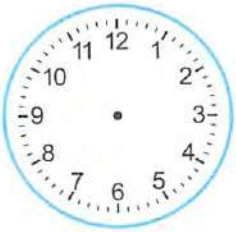
7 Read the time and draw the two hands in each clock:



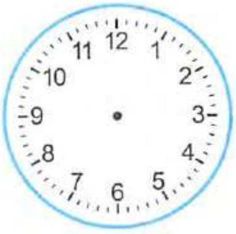
7 : 00



11 : 00



3 : 00



5 : 00

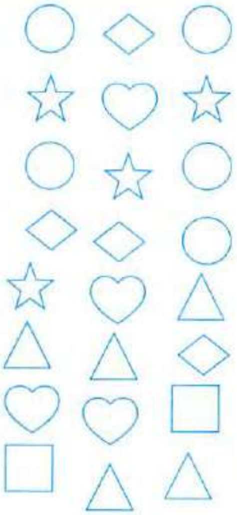
Worksheet 6

1 Add or subtract to complete the missing numbers:

14 – ☐ = 9	11 — ☐ = 8	☐ + 5 = 11
2 + ☐ = 10	14 – ☐ = 10	12 – ☐ = 6

2 Color in the bar graph to represent the number of each object:

5						
4						
3						
2						
1						
	◇	○	☆	△	♡	□



3 Use the hundred chart to add and subtract:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

17 – 5 = ...

12 – 3 = ...

10 + 9 = ...

14 + 5 = ...

5 + 2 = ...

15 – 4 = ...

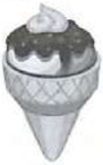
2 + 10 = ...

4 + 13 = ...

11 + 7 = ...

16 – 10 = ...

4 Tick (✓) the different object: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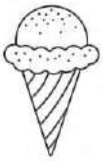
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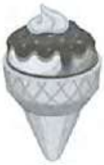
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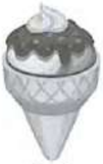
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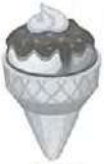
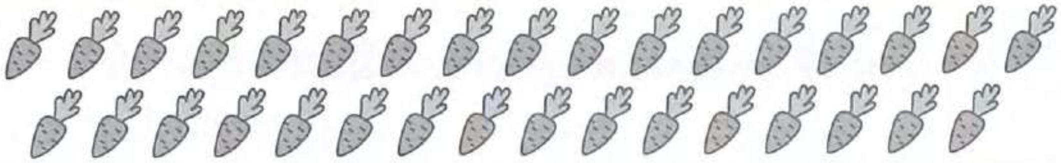
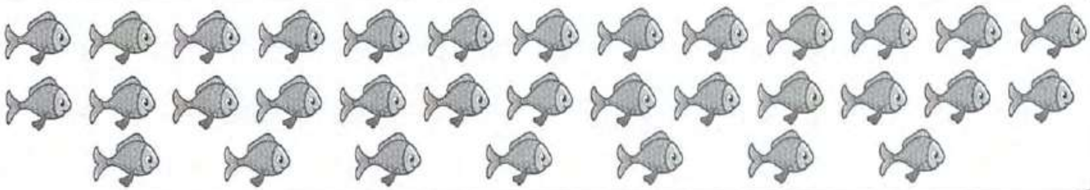

○

5 Circle the objects according to the given number:

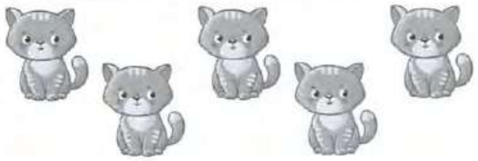
29



30



6 Tick (✓) the greater group in each row: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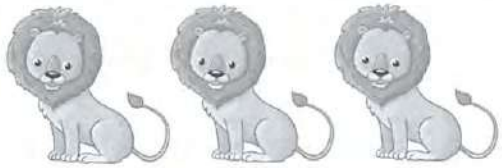
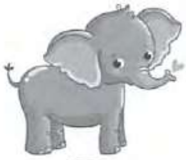
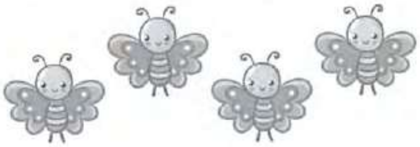

○


○


○

7 Find the result:

3 + 5 = ...

6 − 2 = ...

6 + 4 = ...

11 − 5 = ...

17 − 7 = ...

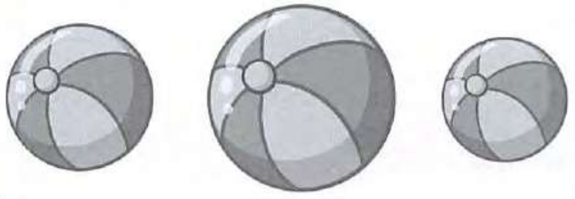
2 + 9 = ...

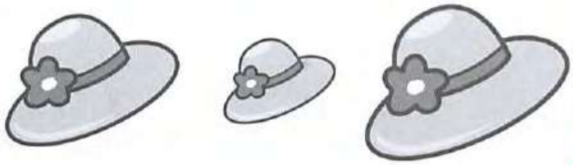
16 − 9 = ...

12 + 6 = ...

Worksheet 7

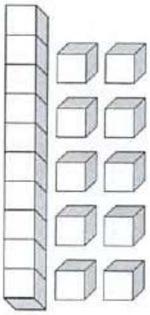
1 Circle the biggest object in each group:



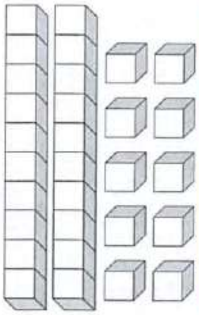


2 Color cubes according to the given number:

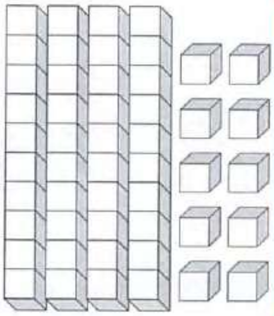
18



23

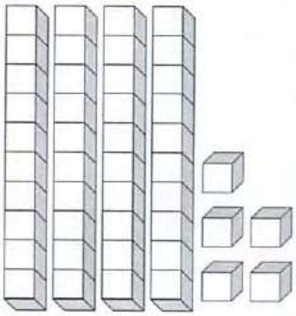


46

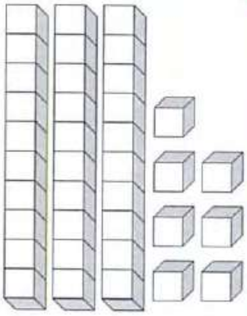


3 Count, then color the correct number:

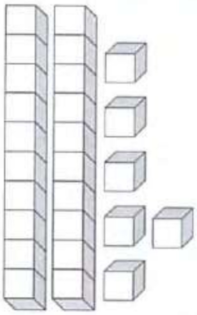
43
44
45



36
37
38



26
27
28



4 Find the result:

13 – 8 = ...

8 + 8 = ...

15 – 7 = ...

10 + 2 = ...

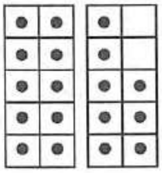
6 + 4 = ...

12 – 6 = ...

6 + 7 = ...

19 – 9 = ...

5 Cross out in the ten frames to subtract, then complete: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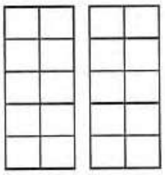
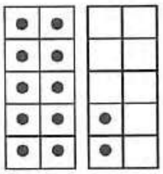


18 − 4 = ……………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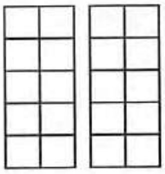
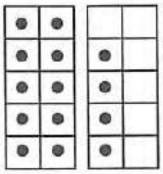


12 − 2 = ……………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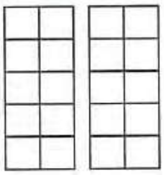
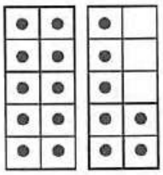


14 − 6 = ……………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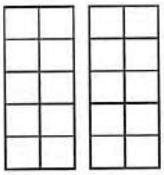


17 − 9 = ……………

6 Color the addition operations which give the shown sum in each row:

5 + 4 | 6 + 3 | 4 + 3 | 8 + 1 | 2 + 7

3 + 4 | 6 + 1 | 5 + 2 | 3 + 3 | 7 + 0

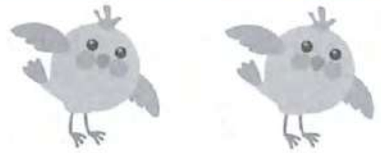
7 Read and draw as required:

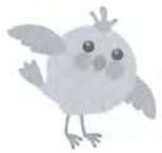
Draw a number of bananas that is 1 less than 10.

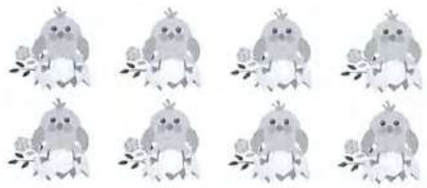
Draw a number of apples that is 1 more than 5.

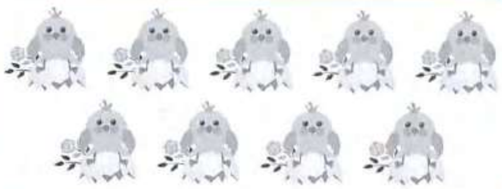
Worksheet 8

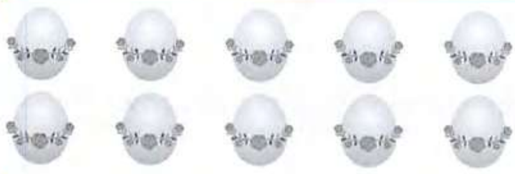
1 Count and compare using (<, > or =):

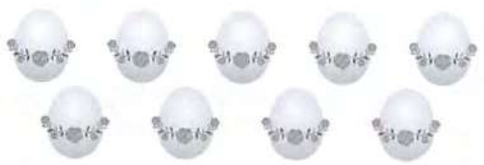












2 Complete the missing numbers on the number line:

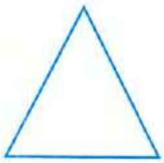
.... 3 4 .... 8 9 10 .... 15 ...... 17 20

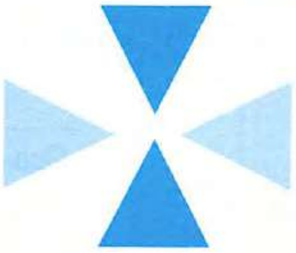
3 Read and solve the addition problems:

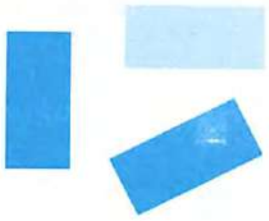
- There are 4 kids, then 4 more kids joined them. **How many kids are there in all?** .... kids.

- Hany saw 3 bugs, and Hossam saw 5 bugs. **How many bugs did they see?** .... bugs.

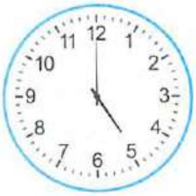
4 Circle the group which has the greatest number of shapes:





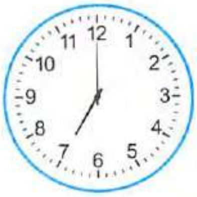


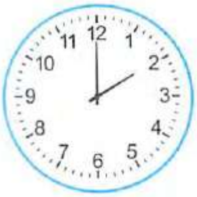
⑤ Match each analog clock to the suitable digital clock:



● ● 2 : 00

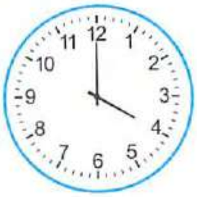
3 : 00 ● ●

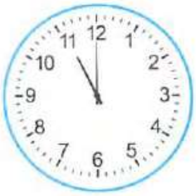




● ● 11 : 00

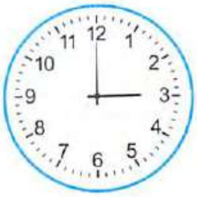
7 : 00 ● ●



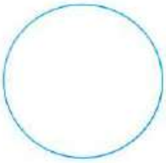


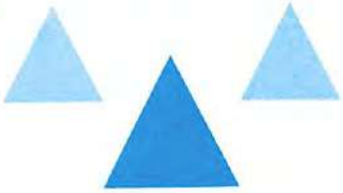
● ● 5 : 00

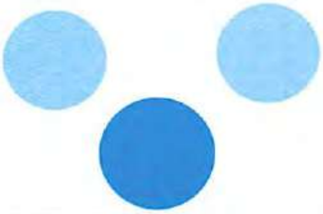
4 : 00 ● ●

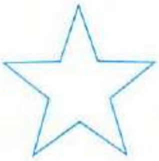


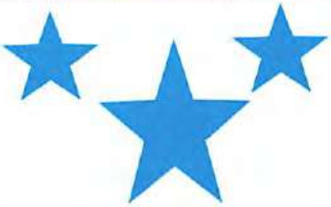
⑥ Circle the group which has the same shape in each row:

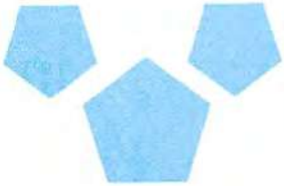




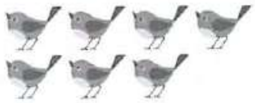


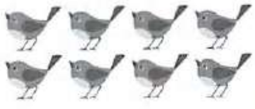






⑦ Write the number, then add or subtract and color the correct result:

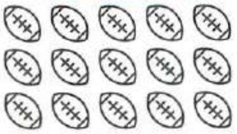


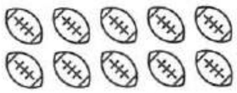


= ....

13 15 14

.... + ...





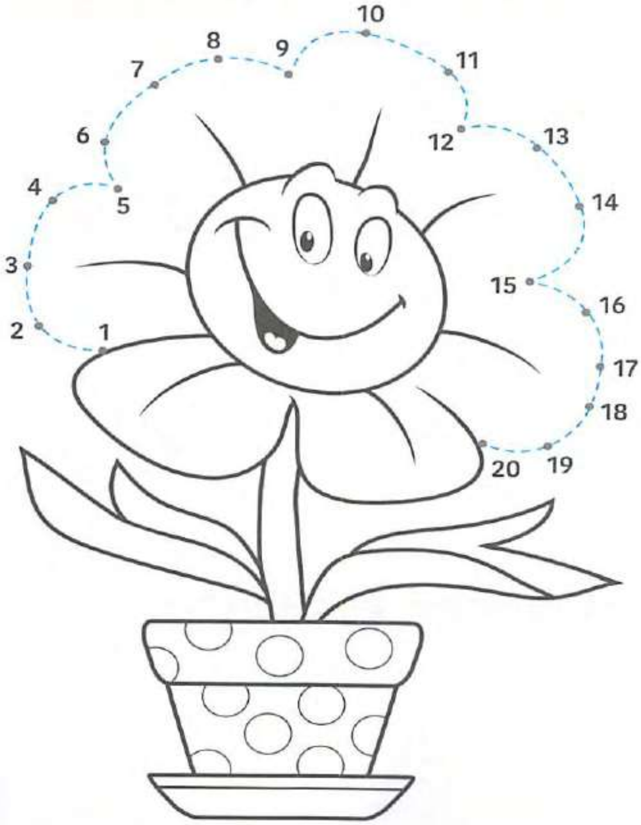
= ....

6 7 5

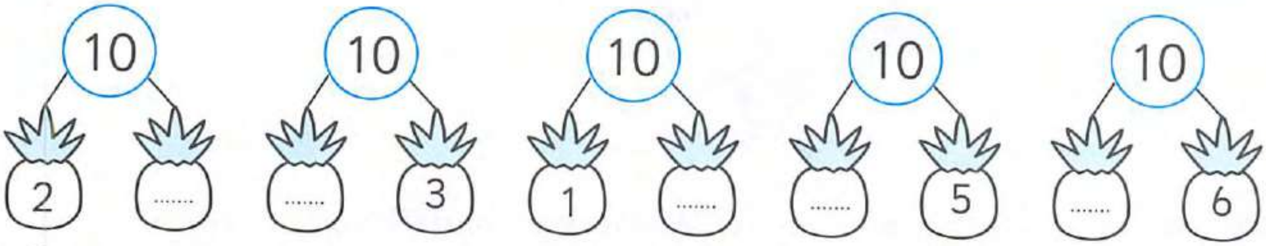
.... − ....

Worksheet 9

1 Match numbers and color the figure:


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

2 Complete the missing numbers to make 10:


10
2
....
10
....
3
10
1
....
10
....
5
10
....
6

3 Find the result:

7 + 5 = ...

0 + 9 = ...

14 − 7 = ...

12 + 5 = ...

$$\begin{array}{r} 20 \\ -\quad 6 \\ \hline \end{array}$$
....

$$\begin{array}{r} 13 \\ +\quad 3 \\ \hline \end{array}$$
....

$$\begin{array}{r} 8 \\ -\quad 5 \\ \hline \end{array}$$
....

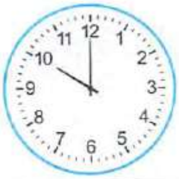
$$\begin{array}{r} 10 \\ +\quad 6 \\ \hline \end{array}$$
....

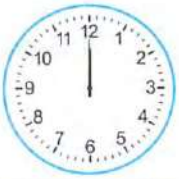
$$\begin{array}{r} 19 \\ -\quad 9 \\ \hline \end{array}$$
....

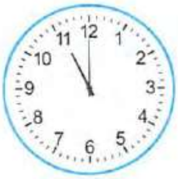
$$\begin{array}{r} 18 \\ -\quad 7 \\ \hline \end{array}$$
....

4 Tick (✓) the clock which shows the given time in each row:

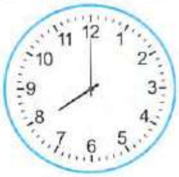
11 : 00

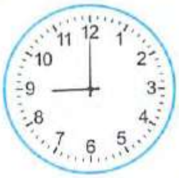
☐ 

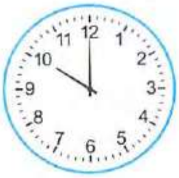
☐ 

☐ 

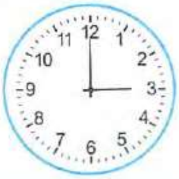
8 : 00

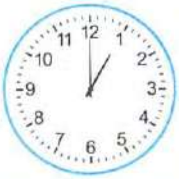
☐ 

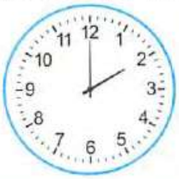
☐ 

☐ 

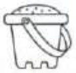
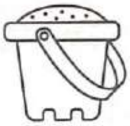
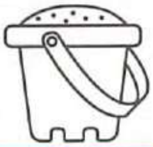
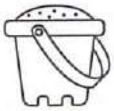
1 : 00

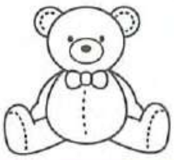
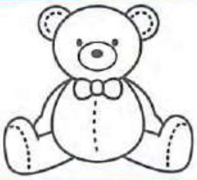
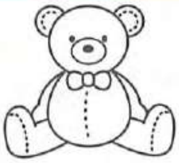
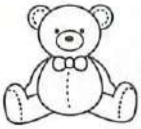
☐ 

☐ 

☐ 

5 Color the smallest object in each group:

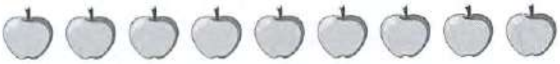
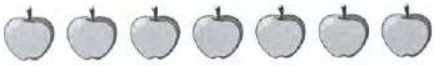
6 Read, then solve:

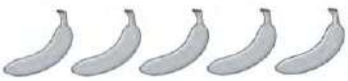
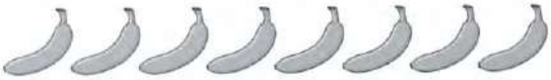
- Hossam has 14 ⚽ and his sister Nada has 6 ⚽.

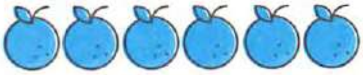
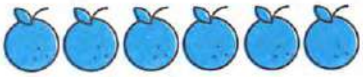
Find the difference between the numbers of ⚽.

The difference = ... – .... = ... ⚽

7 Use the suitable sign (<, > or =):

 .... 

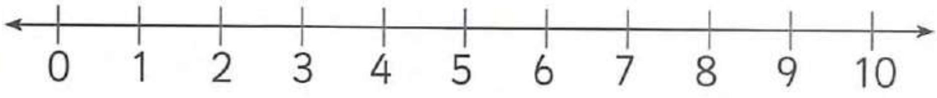
 .... 

 .... 

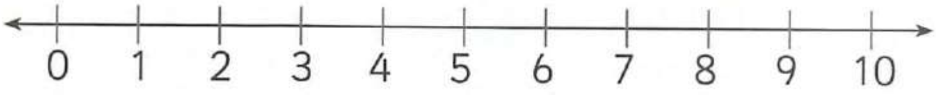
Worksheet 10

1 Use the number line to add and write the result:

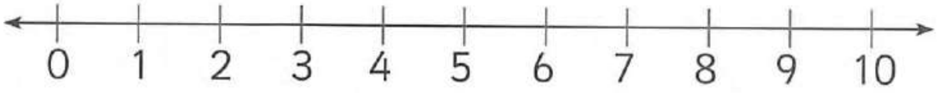
3 + 1 = ...


0
1
2
3
4
5
6
7
8
9
10

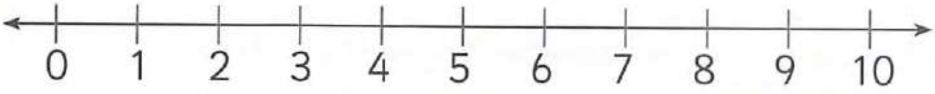
5 + 4 = ...


0
1
2
3
4
5
6
7
8
9
10

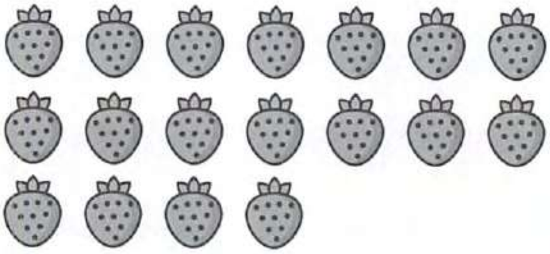
6 + 3 = ...


0
1
2
3
4
5
6
7
8
9
10

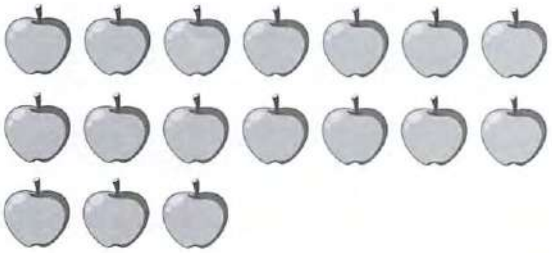
7 + 2 = ...


0
1
2
3
4
5
6
7
8
9
10

2 Draw to reach the number:

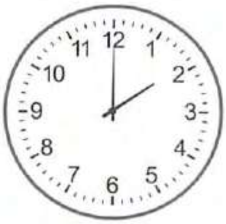


21

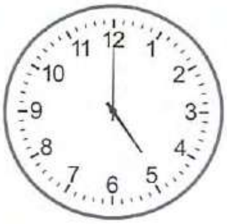


22

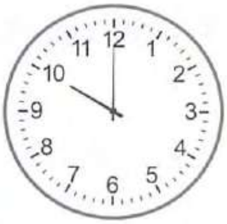
3 Color the digital which shows the given time:



1:00 2:00 3:00



4:00 5:00 6:00



10:00 11:00 12:00

4 Color the result of addition in red and the result of subtraction in yellow in the 100 chart:

2 + 5 = ...

8 − 3 = ...

10 + 1 = ...

9 − 6 = ...

10 − 4 = ...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

9 − 8 = ...

8 + 2 = ...

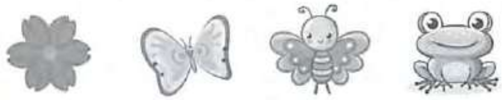
5 − 3 = ...

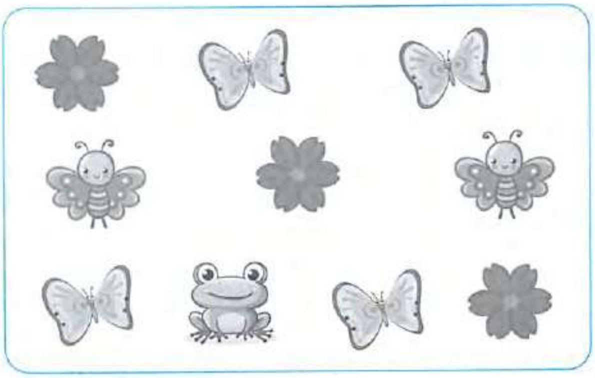
4 + 5 = ...

7 + 1 = ...

5 Color in the graph to represent the number of each object:

5				
4				
3				
2				
1				





6 Find the result of each of the following:

9 + 3 = ...

16 − 8 = ...

8 + 6 = ...

19 − 11 = ...

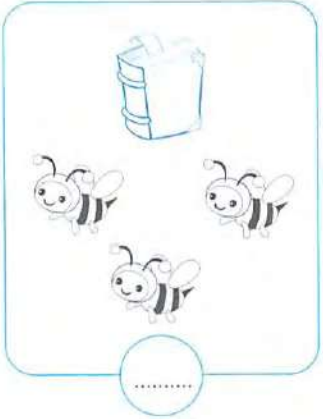
4 − 2 = ...

12 + 7 = ...

14 − 5 = ...

20 + 0 = ...

7 Count the number of the similar objects and write its number, then color the different object in each group:



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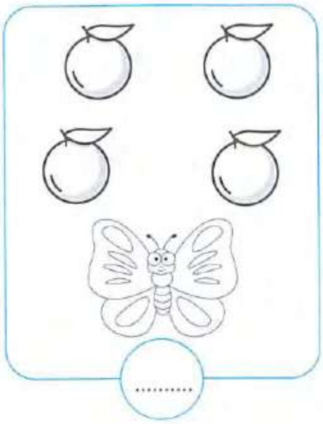
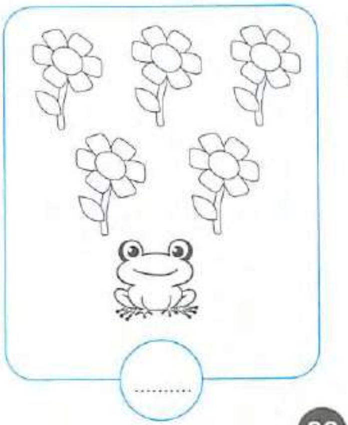


....



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